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ABSTRACT

A consortium effort in Florida was evaluated for the period July 1, 1974 through June 30, 1977. Implemented in Florida's Sarasota County and Manatee County school districts, Manatee Junior College, and the University of South Florida, the project included three components (guidance, curriculum, and placement/follow-up), each functioning at four levels (elementary, secondary, junior college and university). First-year project activities centered on orienting and building knowledge and skills of the consortium staffs; emphasis shifted to secondary and postsecondary levels during the next two years. Major activities and events centered around (1) conducting workshops; (2) working with coordinating councils for vocational, adult, and continuing education; (3) other articulation activities with staffs of consortium members; (4) development of nine products (guides and models for involving the community, counselors, and other school personnel in students' vocational development); and (5) preparation of Florida Vital Information in Education and Work (VIEW) materials, including a special deck for the handicapped. Based on subjective reactions to consortium activities and third-party evaluative data, it was concluded that the project has been successful. For example, student test data, reporting cognitive changes in such areas as job knowledge and planning knowledge, indicated the existence of significant differences in development between students in experimental schools and those in control ones. (The third-party final evaluation report is included in this document; appendixes include tables on staff involvement for the three-year project period. For project products available as separate documents, see the related note.) (TA)

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FINAL REPORT

PROJECT NO. 007VW
GRANT NO. 4-74-5200

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A Comprehensive Program of Vocational Education for Career Development: K-University

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

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J. W. Selman
Project Manager
Career Education Consortium
Manatee Junior College
P.O.Box 1849
Bradenton, Florida 33507

June 30, 1977

CE 013 753

The products produced by Project No. 007VW, Grant No. 4-74-5200, Comprehensive Program of Vocational Education for Career Development K through University incude the following:

A. Career Education and Your Child, A Guide for Parents

B. Community Resource Guide for Career Education

C. A Model for Implementation of Career Education Into The Community College

D. Manatee County, Florida - Middle School Career Education Model As Based On The Nine Federal Objectives

E. Sarasota County, Florida - Junior High Career Education Model As Based On The Nine Federal Objectives

F. Compilation of Case Studies Exemplary Placement and Followup Studies

G. An Inservice Model: Micro-Interviewing Skills Develped For Occupational Specialists

H. Public Relation and Public Information Inservice Training For Occupational Specialists and Other School Personnel

I. Elementary Career Education Activity Resource Guide

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The project reported herein was performed pursuant to a grant from the Office of Education, U. S. Department of Health, Education and Welfare. Grantees undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinion stated do not, therefore, necessarily represent official Office of Education position or policy.

J. W. Selman
Project Manager
Career Education Consortium
Manatee Junior College
P.O.Box 1849
Bradenton, Florida 33507

FINAL REPORT

July 30, 1977

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Summary of the Report:

(a) Time Period of the Report

The time period covered by this report coincides with that of the Project--July 1, 1974, through June 30, 1977. This being the final project report, the major activities of the project staff will be highlighted for the three-year period.

(b) Goals and Objectives of the Project

The original project proposal contained a summary statement indicating the major thrust of the project. It read:

> There is now a need for assistance in implementing and evaluating a comprehensive program of vocational education K through Universities with special emphasis on secondary and postsecondary components. It is proposed that this project be funded for planning, implementing, evaluating, and disseminating a comprehensive vocational program for career development K through Universities . . . The purpose of this proposal is to plan, implement, and evaluate a model comprehensive vocational program for career development in grades K through University, in two school districts, one junior college, and one university, forming a geographical educational service area in Florida. The model will become one prototype for school systems in the state of Florida.

In keeping with this statement, the project activities were focused on concepts of career education; articulation between and among educational institutions and community; and curriculum, guidance, and placement and followup programs and activities, especially those having implications for preparing students for economic independence, personal fulfillment, and satisfying relationships with others.

The project activities also addressed six broadly stated objectives which issue from the previously stated goal. They include the topics of occupational orientation, work experience, academic and employability skills development, job entry skill development, intensive occupational guidance and counseling, placement, and continuing followup of students (see body of this report for the six objectives).

(c) Procedures Followed

At the local, the project manager coordinated the activities of five staff members, all of whom worked within the policies and general direction of an executive committee. This committee was composed of the chief vocational officers from each of the consortium members. In addition, there was a general advisory committee made of representatives from the consortium members as well as a wide variety of community representatives.

The consortium staff worked with the executive committee members, named as coordinators, and their own staffs (county levels) or task forces (junior college and university) to achieve many common goals and objectives, many of which were identified by the local staffs. The project staff also closely aligned its efforts with other special committees focused upon the three project components--curriculum, guidance, and placement and followup.

Private school involvement was achieved by the naming of one staff member as contact person. She maintained contact through personal visits, telephone conversations, and other means. Services were offered and requests for assistance were answered, whenever possible.

For a full description of the procedures followed, see the body of this report. State-level coordination as well as specific names of committees, etc., are provided.

(d) Results and Accomplishments

Major Activities and Events

The major activities and events of the project centered around (1) conducting workshops; (2) working with the Manatee-Sarasota Coordinating council for vocational, adult, and continuing education; (3) other articulation activities with the staffs and task forces of

the consortium members; (4) development of nine products; and (5) preparation of Florida VIEW materials, including a special deck for the handicapped.

The workshops varied greatly in size and target group. Those conducted primarily in concert with the county career education staffs were for academic teachers, occupational specialists, guidance counselors, parents, administrators, exceptional educators, and private schools.

Other workshops were the chief foci of activities jointly sponsored with the coordinating committee. These workshops were for the following groups: industrial educators, health educators, and part-time vocational and technical teachers. In addition to these workshops, close communication was maintained with the consortium project manager serving as a member of the council.

Other articulation activities were conducted in connection with county staffs and individuals and committees at the postsecondary level. These included such workshops, newsletters committee projects, field-testing of curriculum and guidance materials, and the establishment of or other assistance to career resource centers, learning labs, etc.

As a result of felt needs and close communication between the staff and state personnel, nine products were identified. These are now completed and in the dissemination phase. See the body of this report for the names of the products.

The placement and followup component made a significant contribution to the development of deck IV view training cards for region IV of Florida. In addition, at the request of the FLRS project staff, technical assistance was given in the development of a deck for handicapped students.

Significant Findings

Among others, the most significant findings of the three years included:

1. Need for mass communication and micro-interviewing skills by occupational specialists.
2. Need for clarification of roles and relationships of guidance team members.
3. Discovery by articulation workshop participants that they needed to know much more about activities and programs of other consortium members.
4. Vital need of parents for more career information and techniques.
5. Keen interest in reports of career education activities/programs and available career education materials, such as were developed by the project staff.
6. Manatee Junior College is far ahead of most other junior/community colleges due, in part, to the stimulation by the consortium activities, personnel, and funding.

Dissemination Activities

Efforts to disseminate information on consortium activities and available products centered around (1) presentations and handouts at local, state, and national meetings; (2) regular communication through newsletters and provision of periodic bibliographies (articles, also, upon request); (3) articles and short reports made available to state and national newsletters and journals; and (4) state department of education distribution of the nine products of the project (see Appendix D).

Data Collection

The major staff efforts involving the collection of data centered on two areas: (1) determining the status of various career-related concerns and (2) evaluating certain project activities. The status

surveys included: collection of data concerning perceptions of roles and relationships of occupational specialists and guidance counselors; identification of articulation problems of consortium members; status of career education in higher education; student personnel services at MJC; and labor market survey for the handicapped.

Data collection for consortium project activities was primarily for workshops and newsletters. However, data was collected for other purposes, such as private school needs and perceptions of principals concerning career education.

Other Activities

Other project activities are outlined in the body of this report. They are varied, including assistance to community groups, such as girls' clubs, and presentations to local, state, and national groups.

(e) Evaluation of Project

Internal

The internal evaluation has been coordinated by Dr. Mary Green who has designed or assisted with the design of all evaluation instruments used for workshops and other consortium project activities. All instruments and presentations of data collected have been included in the quarterly and interim project reports.

External

Through a contract with Educational Testing Service, Atlanta, the external evaluation of this project has been conducted by Dr. Roy Hardy, ETS evaluator. The evaluation reports, as they have been prepared and made available to the consortium staff, have been included in the quarterly and interim reports of the project. A final evaluation of the project is included in this report.

(f) Conclusions and Recommendations

Conclusions

As a result of the consortium project activities highlighted in this report, career education is likely to be discussed for many years and many activities begun or bolstered with consortium funds are planned for continuation. A few examples of the continued influence of the consortium include: (1) the heightened teacher awareness of career education resulting from the many workshops conducted; (2) the augmenting of the USF career counseling center and the MJC learning laboratory and career resource center through the purchase of materials and provision of technical assistance; (3) the development and continued implementation of placement and followup systems (K-U); (4) the wide dissemination by the Florida DOE of the nine products of the project; (5) the MJC career education task force which is planned for continuation; and (6) the use of the MJC career education components named (in addition to cooperative education and two career-related classes) to provide support for an experience-based career education project. The new project is far ahead because of the strength of these components as well as the close ties established and maintained with college personnel during the consortium project.

Both subjective reactions to the consortium activities as well as third-party evaluative data indicate that the project has been successful. The ETS student test data, for example, indicate the existence of significant differences between students in control schools and those in experimental ones.

Recommendations

The following are recommended:

1. That each consortium member attempt to continue its career education activities begun or strengthened with consortium assistance.
2. That the EBCE postsecondary project staff maintain the well-established relationships with MJC personnel and seek to incorporate EBCE into the existing career education system by demonstrating its vital relationship to and need for each existing component.
3. That every feasible effort be made by the state DOE to fund dissemination of the consortium products throughout the state of Florida and, possibly, to key educators throughout the United States.

Body of the Report:

(a) The original proposal provided a comprehensive picture indicating the commitment of the Florida legislature to career education in the early 1970's. It stated: "The State of Florida is on the threshold of making a major commitment to the educational process by encouraging the establishment of comprehensive programs of career development in every county in the state. The combined efforts of the State legislature, the State Board of Education, and the U. S. Office of Education, and the State Department of Education have been used in the foundation of implementation of the statewide programs."

The Florida legislature assigned the responsibility for planning career education programs to local school districts with financial support provided through categorical funds for fiscal years 1973-74 and 1974-75. Since 1975, career education has not been included in the categorical funds, but left to the discretion of local school districts to continue their efforts in the area of career development. In the original consortium proposal, evidence was provided on the response of many Florida counties to the development of career education projects designed around the fifteen education clusters and the wide acceptance of the concepts promoted in the school-based comprehensive career education model. Three Florida counties -- Orange, Pinellas, and Broward -- were among the counties referred to as having developed outstanding career education programs in the original project request. The original project also indicated the extent and comprehensive involvement in career education of other support activities engaged in by the State of Florida. These projects included Loom project, Florida Educational Resource Information System, FERIS, Florida's

Vital Information on Education and Work, Career Education Curriculum Laboratory, Project Bridge, and Curriculum Development Research Project. The original project further stated that in spite of the importance of the achievements of the overall movement to develop, implement, and evaluate comprehensive programs of education for career development, there was a need for some additional assistance. "There is now a need for assistance in implementing and evaluating a comprehensive program of vocational education K through the Universities with special emphasis on secondary and post-secondary components. It is proposed that this project be funded for planning, implementing, evaluating, and disseminating a comprehensive program of vocational education for career development K through Universities. . . . . The purpose of this proposal is to plan, implement, and evaluate a model comprehensive vocational program for career development in grades K through University, in two school districts, one junior college, and one university forming a geographical educational service area in Florida. The model will become one prototype for school systems in the state of Florida."

The emphasis of this project was to carry out the commitment of participating institutions to the philosophy and fundamental concepts of career education, the objective being that all education and work experiences should be geared to prepare a person for economic independence, personal fulfillment, and satisfying relationships with other human beings. Emphasis was placed on bringing better articulation among all educational institutions to insure maximum effectiveness and efficiency in the delivery system for career education.

During the operation of the project, an information system was developed to assist with the coordination with local agencies, business,

industry and the public. This system included the establishment of advisory committees, coordinating councils, task forces, and newsletters. Improved communications assisted in promoting understanding and cooperation concerning the correlation of programs at all levels and insured a smooth transition between the area vocational-technical schools, the Manatee Junior College, and the University of South Florida. The basic components selected to achieve the development of the K through University career education model, are as follows:

1. Inservice training
2. Curriculum component
3. Guidance component
4. Placement and followup component
5. Evaluation component

(b) The purpose of this project was to develop a highly articulated (K through University), comprehensive educational program focused on career opportunities and requirements for job entry and advancement. Career development experiences served as a vehicle for teaching basic academic skills to youths. Students in grades K through 6 became familiar with careers; in grades 7 through 9 they explored a wide variety of occupational programs; and in grades 10 through 12 they acquired job entry skills and made plans for continuing education for entry into the world of work. Post secondary and university programs prepared students for entry into skilled, highly technical, or professional occupations. The career education theme served as a common thread of unity at all educational levels. The original proposal contained the broad stated objectives listed below.

1. A broad occupational orientation at elementary and secondary school levels to increase student awareness of the range of

options opened to them in the world of work.

2. Work experiences, cooperative education, and similar on-the job training programs, in addition to those currently available, making possible a wide variety of offerings in many occupational areas.
3. Specific programs to develop academic and employability skills necessary for employment.
4. Specific training on job entry skills for students just prior to the time they leave school. Some of these programs may be intensive and of short duration.
5. Intensive occupational guidance and counseling during the last years of school and for initial placement of all students at a completion of schooling. Placement may be in a job in post-secondary occupational programs in a four-year degree program or a combination of work education.
6. Continuing followup of all dropouts and graduates to provide information for program revisions.

(c) The grant was administered at the state level through the Department of Education, Division of Vocational Education, Bureau of Vocational Research and Evaluation. The bureau chief has responsibility for coordinating the work of the project with other state agencies and the Regional Office of Education. Submission of all reports, correspondence, and communication about the project was handled through that office. At the local level, management and coordination was obtained through a project manager housed at Manatee Junior College for purposes of this assignment. Responsibilities included, but were not limited to, the initiation of a system to develop goals, purposes, and objectives of the comprehensive program for career development; identification of components; assignment of resources of each component; coordination of resources within and outside

the organization having relationship to the project; motivation of persons in the project to achieve goals; and conducting evaluative studies to provide information needed as a basis for formulating and facilitating a revised program of work.

The two school districts, the Manatee Junior College, and the University of South Florida provided a project coordinator with major responsibilities for facilitating the implementation of the jointly developed program at the school agency level. The project coordinator designated for Manatee County was Mr. Raymond Lee. Mr. Lee was assisted in his coordination efforts by the county career education staff consisting of four full-time professional employees who were paid with county and/or state funds. These local educators were responsible primarily for the implementation of career education within the Manatee County school district.

The project coordinator for Sarasota County was Mr. Cliff Bellum. During the last year of the project, due to his retirement, Mr. Holmbraker was named as the new coordinator. Assisting the coordinator from Sarasota was the county career education staff of six individuals (FY 1974-75), four individuals (FY 1975-76), and three individuals (FY 1976-77).

The coordinator for Manatee Junior College was Mr. Bill Tinsley. He was assisted by the MJC career education task force composed of representative faculty members selected by the president of the college.

The coordinator for the University of South Florida was Mr. Rex Toothman. He was assisted in his efforts by two committees--a college of education task force composed of five professional individuals and a university-wide task force for career development composed of a representative from each of eight USF colleges, in addition to selected staff members of the

university's Career Development Center. This university-wide task force was extant during FY 1976-77.

Scheduled meetings were held with the State Director of Vocational Education and other Florida county project directors having similar career education programs in order to maintain a close relationship and to eliminate unwarranted duplication of efforts at the state level. Periodic meetings were also held with the project coordinators for the four consortium members (known as the executive committee) to insure coordination and articulation between the county career education staffs and the various task forces at the junior college and university levels. In addition to the Executive Committee meetings, numerous meetings were held with the local career education staffs, the task force representative at Manatee Junior College and the University of South Florida, and the consortium staff serving the project.

A consortium advisory committee, established during the first year of operation, has continued throughout the duration of the grant. This committee is composed of individuals representing various community groups within the service area, including the school systems, university, businesses, vocational rehabilitation, private schools, and lay citizens. The advisory committee served as an overall general advisory committee to the consortium project.

Each of the components of the consortium--curriculum, guidance, and placement and follow-up--established one or more committees to assist them with their activities. These committees include: elementary guidance council, post-secondary guidance council, post-secondary articulation council, allied health committee, placement and follow-up advisory committee, curriculum committees, and additional ad hoc committees, such as the industrial education workshop steering committee.

As indicated in the original proposal, 25,244 students were involved in the project. The original proposal indicated that the project would involve approximately 748 teachers, 20 administrators, and 147 support personnel, including counselors. This information is presented in Table I of the original peoposal.

The Career Education Consortium staff assisted the county career education staffs and the Manatee Junior College Career Education Task Force and the University of South Florida, College of Education Task Force in conducting numerous inservice training programs for principals, supervisors, administrators, counselors, occupational specialists, classroom teachers, university teacher educators, and counseling staffs. These inservice training programs were extended to include teachers from private parochial schools in the area, as well as New College of USF, Sarasota Campus, a private four-year college in the geographic service area. Many of the activities planned and implemented for personnel at Manatee Junior College were open on a nonproject cost basis to faculty, counselors, and administrators from other Florida junior colleges. The county career education staffs also conducted inservice workshops for teachers, administrators, counselors. All of these county efforts were coordinated with the Career Education Consortium staff activities. The county staffs were responsible for the implementation of career education into the local school system (K through 12th grade levels). The Career Education Consortium staff had more direct responsibility for the implementation of career education concepts at the area vocational technical schools, the Manatee Junior College and the College of Education of the University of South Florida.

Materials, instruments and techniques used at the various grade levels and within subject matter areas varied greatly from teacher to teacher.

To obtain a comprehensive understanding of the materials, instruments and techniques used, three manuals have been developed by the consortium project staff. These manuals are entitled: "Manatee County, Florida, Middle School Career Education Model Based on the Nine Federal Objectives," "Sarasota County, Florida, Junior High Career Education Model Based on the Nine Federal Objectives," "Elementary Career Education Activity Resource Guide." Due to the size of these documents, they have not been included in this report but may be obtained from Dr. Virginia Bert, Project Director, Department of Education, Tallahassee, Florida.

(d) Results and Accomplishments of Project
Major Activities and Accomplishments

J. Kershaw

1. Life Career Development System (LCDS) Facilitator Workshop, Orlando, Florida, April 1975.
2. Two follow-up Life Career Development System (LCDS) Workshops were conducted for both Sarasota and Manatee County Schools Districts. Approximately twenty-nine Sarasota and approximately nineteen Manatee personnel were trained. The LCDS was established in two Manatee County high schools--Bayshore and Manatee--as an on-going program.
3. The "Occupational Specialist Micro-Interviewing Skills Development Inservice Training" course and master point system was developed for both Sarasota and Manatee County personnel.
4. The Micro-Interviewing skills training module was developed into a usable model for other school districts.
5. Accompanying the Micro-Interviewing manual is the "Self-Assessment" career exploration portion of MJC's Career Psychology course. This material was presented to the Manatee County Occupational Specialists to enhance their empathy and insights into psychometric instruments.

6. An article "The State of Florida Career Education Consortium--Kindergarten through University," was distributed at numerous gatherings and events for one and one-half years and continues to be used to show people the nature and method of our operations.
7. Assisted with the aviation electronics (avionics) brochure development and slide-script presentation for MJC.
8. Workshop for all secondary level counselors and occupational specialists was held on the campus of MJC. The bi-county guidance coordinating council of the consortium planned and regulated the workshop.
9. Assisted with the Principals' workshop held October 10-11, 1975.
10. Assisted Sugg Middle School with a Career Week program.
11. Assisted with Foreign Language Workshop held at Manatee Junior College.
12. Participated in workshop May 2-3, 1975, held at New College.
13. Research conducted to determine the role and function of the guidance-team of each county personnel. Sent invitation to respond to personnel workers at MJC and USF.
14. Organized the bi-county guidance coordinating council.
15. Provided on-going inservice training to Manatee County Occupational Specialists and, when requested, to the Sarasota Occupational Specialists. Major emphases were on career information (e.g. literature, exposure to various modes of data collection, investigation via the OHH, DOT, and community resources). Other information systems--VIEW, SRA, etc, were reviewed.
16. Assisted in the Exceptional Student Education Workshop of November 11, 1975.

17. Presentations on career education were made for three private schools--Incarnation, St. Joseph, and St. Stephens.

18. Distributed Guidance Newsletter (minutes of meetings) for bi-county guidance coordinating council.

19. Assisted in planning the Public Relations workshop of May 7, 1976. The workshop for occupational specialists of Sarasota and Manatee counties was designed to develop skills in mass communications.

20. Arranged for consultant to make identical presentation to the co-op coordinators on June 30, 1976.

21. Reviewed and critiqued Dr. Melton's manual for parents.

22. Organized and facilitated the monthly Manatee Elementary Guidance Coordinating Council.

23. Made presentations as follows: FTGA; FVA; Class Presentations at MJC, USF, Sugg Middle, and Manatee High.

24. Participated in the Business Education Workshop on May 18, 1976.

25. Facilitated Yellow Brick Road Workshop held for Manatee County Counselors and Teachers. Also, worked to secure the books and consultant.

26. Facilitated the Guidance Articulation Seminar for Manatee County.

M. Green 27. Participated in the Career Education orientation session for the Manatee and Sarasota County staff during first month.

28. Wrote the Guidance Plan for the Career Education Consortium.

29. Took part in Sarasota summer workshop for teachers.

30. Laid the groundwork for organizing the Guidance Coordinating Council--both secondary and post-secondary.

31. Served as liaison with private schools for three years (including arranging series of workshops).

32. Represented the consortium staff to discuss guidance activities with all elementary school principals in the two counties.

33. Attended state career education workshops. Participated as program presenter at several of these (two, FACC; one at St. Petersburg).

34. Served as consortium internal evaluator for three years.

35. Visited career education projects in Orange and Leon counties.

36. Served as editor of monthly newsletter for educators and quarterly newsletter for community organizations.

D. Melton 37. Wrote and revised parent manual ,

38. Facilitator of three-session Industrial Education Workshop Series

39. Co-coordinator of Principals' Workshop

40. Planned and conducted Parent Workshop

41. Assisted in planning and development of the Career Corner in Manatee Junior College's Science Department

42. Organized and implemented business education workshop for counties, MJC and USF.

43. Compiled and distributed career education instructional resource manual to MJC and the two counties.

44. Served as disseminator for news about consortium--numerous reports in national newsletters and state journals.

45. Compiled community resource manual for career education.

46. Participated as writer for an EBCE proposal scheduled from July 1, 1977,to June 30, 1980. The proposal will be a consortium of MJC and three Florida counties.

47. Served as career education consultant/presenter for teacher workshops in Manatee and DeSoto counties.

48. Participated on numerous committees, task forces, ad hoc groups.

49. Compiled, on a regular basis, bibliographies of career education articles and books.

50. Compiled by subject areas bibliographies of career-related periodical articles.

J. Dale 51. Collected information and prepared scripts for Florida VIEW Training Decks.

52. Developed and Implemented school district through university Placement and Followup Model (chart).

53. Served on district and community college state advisory committees.

54. Selected to represent SE region of U.S. for AVA interest group on placement and followup.

55. Developed special VIEW Deck for handicapped.

56. Did preliminary planning for an August 1977 opening of the Venice branch of Manatee Junior College.

57. Developed a proposal for Part D funds.

P. C. Wu 58. Attended Part D Regional Workshop in Atlanta (1974).

59. Attended National Part D Workshop in Dallas (1975).

60. Attended 1st Career Education Forum--Ohio State University (1975).

61. Attended 2nd Career Education Forum--Washington, D.C. (1976).

62. Attended 3rd Career Education Forum--San Francisco (1977).

63. Planned, organized, conducted, and evaluated a two-day workshop covering seven subject/service areas. The workshop had 200 participants from the four consortium members (May 2-3, 1975).

64. Made all the arrangements for the Region IV, Career Education, Part D Vocational Exemplary Projects Meeting at New College (1975).

65. Planned, organized, conducted, and evaluated a Foreign Language Workshop for all our consortium members (1976).

66. Attended Gulf Coast Guidance and Personnel Workshops (1975, 1976, and 1977).

67. Worked as one of 12 USF participants which developed a unit on Family Financial Planning.

68. Presentation to the Florida Association of Community Colleges

69. Planned a mathematics workshop for Sarasota and Manatee Counties (1977).

70. Assisted Manatee County in developing an articulated career/social skill core curriculum.

Significant Findings and Events

J. Kershaw

1. Attended LCDS facilitator workshop. Through G. Walz and L. Benjamin, Human Development Services, Inc., University of Michigan, trained counselors, teachers, and occupational specialists of Manatee and Sarasota counties.

2. Significant finding of the need for micro-interviewing skill development by occupational specialists employed both in Manatee and Sarasota counties. Also, the need was recognized for a higher level of knowledge relative to counseling theories, discipline terminology, and necessary values of counselor education and values. Occupational specialists were also found to need to improve on their professional abilities to communicate with other members of the "guidance-team." When attending events such as the FPGA.

3. The "T" test results from the inservice training given Sarasota and Manatee Occupational Specialist in the Micro-Interviewing Skill Development indicate the positive results of the treatment.

4. Many insights were gained by the Manatee O.S.'s participating in the module on Self-Assessment.

5. The counselors and others of both Manatee and Sarasota counties received an orientation to the MJC technology department on December 4, 1975. It was significant that this type meeting had not been held before. Many persons were surprised that this greatly enhanced the guidance teams' knowledge and understanding of the offerings of MJC's Technology Department.
6. Personal understanding of the field of "Avionics" in addition to knowledge of how to develop a junior college program brochure and slide-presentation was increased.
7. All the data of the research project to determine the role and function for counselors and occupational specialists as seen by counselors, occupational specialists, and other school personnel via the questionnaire was enlightening.
8. Many interesting items addressed by both the Manatee Elementary and bi-county guidance coordinating councils over the past three years should be stressed.
9. The State of Florida's legislative moves in funding vital programs such as the occupational specialist and the elementary guidance counselors, plus hasseling over the career development monies were excellent learning situations.
10. Much learning of the Exceptional Student Education area was achieved through participation with Kit Carson and FLRS unit.
11. The need for the occupational specialist to receive training in both public relations mass communications skill development and their attempts to organize to enlist the assistance of various key publics were significant.
12. Need for parent manual and subsequent involvement as a reviewer created greater awareness of need for parental involvement.

13. Organization of the Manatee County Elementary Personnel in the project of "Yellow Brick Road" was a learning experience to discover that the materials were much needed.

14. The Guidance Articulation Seminar and its outcomes and aftermath were signficant.

M. Green 15. Coordinator for: Acceleration Seminar, Cognitive Style Workshop, Assessment Seminar (USF), Career Decision Making (USF), APL Seminar, Adkins Life Skills Workshop, Pathways to B.S. Degree for Nurses, Lifelong Learning Workshop (PEP), Health Occupations Instructors.

16. Lead consultant for:

    a. Manatee Junior College Career Education Task Force

    b. Writing proposals for career education money - (2)

    c. Drug Abuse Workshop

    d. Selection of materials for Manatee Junior College career lab.

17. Through the career education task force, the Learning Center was established.

18. Pushed for new and strengthened existing resources for the career lab.

19. New resources were soguht for other purposes.

20. Participated in field testing of the PIES materials.

21. Encouraged the use of LCDS in Manatee Schools.

22. Worked at Bayshore High to get LCDS into a social studies class.

23. Assisted Ouida Boyd in setting up a model career guidance program for the Sarasota Student Center.

24. Compiled and administered the self-assessment module for occupational specialists.

25. Made many efforts to improve coordination/articulation of post secondary guidance.

26. Presented at Commissioner's Conference on Career Education, Houston, TX.

27. Developed career education model for community colleges.

28. Wrote two concept papers for CETA funds.

29. Served as consortium liaison with the third-party evaluator.

30. Assisted occupational specialist at Bayshore High School with Career Day activity.

31. Conducted survey of local agencies serving the aging.

32. Made presentation at Principals' Workshop.

J. Dale 33. Placement and followup presentations at Guidance Division of AVA: 1974, 1975, 1976

34. Placement and followup presentation at Southern Association Meeting, 1974

P. C. Wu 35. Co-coordinated a middle school workshop at Bradenton Middle School (1975).

36. Co-coordinated a middle school workshop at Harllee Middle School (1975).

37. Co-coordinated a middle school workshop at Bradenton Middle School (1975)

38. In 1975, arranged to have all South Florida Education Planning Council Committee meetings on career education held in the Consortium's conference room.

39. Compiled a 350-page curriculum materials module for Manatee Middle Schools (1977).

40. Compiled a 200-page curriculum materials module for Sarasota High School (1977).

D. Melton 41. Attended Southern Association of Colleges and Schools training school, Atlanta, GA, 1975.

42. Made keenly aware of the need for career education curriculum materials, reports of activities, etc. Publications were very

responsive to the many articles and reports sent in. Also, the requests received from all over the nation were indicative of this need.

43. Positive reactions to the parent manual by Director of the U.S. Office of Career Education and the U.S, PTA organization were very gratifying and evidenced a need.

Dissemination Activities

J. Kershaw 1. Developed "The State of Florida's Career Education Consortium -- Kindergarten through University"-- which received state and national dissemination.

2. LCDS literature was sent to interested persons in the consortium area and the State of Florida.
3. Handed out parent manual at various meetings.
4. Handed out career education artwork at meetings.
5. Handed out career education bibliographies when appropriate.
6. Handed out Resource Guide for Manatee Junior College.
7. Distributed the Yellow Brick Road booklets in Manatee County.
8. Sent out monthly the Bi-County Guidance Coordinating Council Newsletter in FY 1975-76.
9. Minutes of the Elementary Guidance Council distributed to all staff members and Manatee Career Education Staff.
10. Professor Fenderson's presentations were developed into a manual.
11. Disseminated the occupational specialist--counselor micro-interviewing manual.
12. The elementary guidance-related activities and resource guide was disseminated.
13. The research instrument was sent out to determine the role and function

of the occupational specialist and counselor in Manatee and Sarasota counties.

14. Numerous articles, ideas, etc. were sent or handed out to local occupational specialists. Nearly all items contained information on careers and career information systems.

M. Green 15. Distributed handouts for workshops on Career Education at community college level: cognitive style, items from the consortium newsletters.

16. Handouts were distributed at state/national workshops.

17. Assisted in disseminating the career education consortium brochure.

18. Administered the self-assessment instrument for teachers (FLRS workshop).

19. Adapted and mailed opinionnaire for administrators.

20. Handouts provided for South Florida Educational Planning Council.

D. Melton 21. Over two-hundred subject-related bibliographies on career education were sent to educators around the country.

22. Bibliographies (original and 10 supplements of general bibliography on career education) were sent to area consortium members and their staffs.

23. Over three-hundred poster ideas (career ed elements and clusters related to subject areas) were distributed around the U. S.

24. Over two-hundred parent manuals were sent to persons requesting them.

25. How To Do Its (newsletters (2) and workshops) were sent out to 300 persons.

26. Slides of Posters were sent to Career Education Association, Florida DOE, and Atlanta Office of USOE.

27. Florida Vocational Journal--two articles printed, two submitted for use.

28. Career Education News -- six to eight reports on consortium activities during the three years of operation.

29. Parent manual selected for ERIC/CE microfiche system.

30. Other: FCDA newsletter; NAIEC Newsletter (2), with one pending; Business Education World; Career Education Association Newsletter -- 3 or 4 citations.

J. Dale

31. Placement and Followup Newsletter.

32. Placement and followup conferences 4-15-75 and 5-11-77.

33. Numerous local, state, and national placement and followup presentations.

34. Placement and followup articles: Florida Vocational Journal, AVA Journal, Update Magazine.

35. Chapter of Book on placement and followup -- Title of book: Placement and Followup, R. Wasil and S. Shipping; Title of chapter, "Followup and Follow Through."

P. C. Wu

36. Newspaper coverage on all workshops. Articles announcing workshops appeared in the following papers: St. Petersburg Times, Sarasota Journal, Sarasota Herald, and Bradenton Herald.

Data Collection

J. Kershaw

1. The basic data collection instrument used for Manatee and Sarasota personnel was one to determine the perception of the role and function of the occupational specialist and school counselor in a team function approach. This data enabled the consortium staff to assess the need for activities for both counselors and occupational specialists. This data was compared with the county "request for activities" form prior to making a decision on consortium involvement.

2. Our evaluation instrument gave vital feed-back as to how our presentation or the actual item of work was received by the participants. It also

provided feed-back as to the relevance of the subject matter to career education and often to the consultant that we matched with the area.

M. Green 3. Evaluation instruments were designed to collect data on nearly all the workshops.

4. Data for third-party evaluator was collected on Student Personnel services at Manatee Junior College.

J. Dale 5. Labor Market Survey for handicapped was designed and conducted in the bi-county area served by the consortium.

P. C. Wu 6. Survey of all Florida public community-junior colleges and universities and all higher education participants at Dallas Part D Conference (1975) was conducted to identify current career education activities.

Other Activities

M. Green 1. Served as consultant for training career specialists at Manatee Girls' Clubs.

2. Assisted Sarasota career education staff with development of secondary guidance model.

3. Served as LCDS trainer.

D. Melton 4. Compiled pertinent newsletter articles into a booklet for distribution at Houston Career Education conference and to share with persons requesting information about the consortium.

5. Developed instructional resources manual for the community college level.

6. Participated on the writing team for the BOMP/EBCE proposal.

7. Developed slides on consortium activities and products to be used at state career education meeting. Slides were also incorporated into a larger presentation (incl. counties) for the South Florida Planning Council.

J. Dale 8. Attended AVA Pre-sessions:

1975 "Survey Research Design and Implementation"

1976 "Proposal Planning and Development"

P. C. Wu

9. Presentation - Orientation to Project - to Manatee District Administration (1974).
10. Presentation - Orientation to Project - to Manatee Junior College Student Personnel (1974).
11. Presentation - Orientation to Project - to Sarasota District Administration (1974).
12. Presentation - Orientation to Project - to Daughtrey Elementary (1974).
13. Presentation - Orientation to Project - State Career Education Conference (1974).
14. Presentation - Orientation to Project - Bradenton Middle School (1974).
15. Presentation - Orientation to Project - to consultant from DOE (1974).
16. Presentation - Orientation to Project - to Curriculum Committee - Manatee High (1974).
17. Presentation - University Life and Career Decision Making - Manatee High (1976, 1977).
18. Presentation - on Career Education - to co-op classes at Manatee Junior College (1975, 1976).
19. Presentation - Orientation to Project - to Incarnation School (1975).
20. Presentation - Orientation to Project - to St. Joseph School (1975).

(e) Evaluation of Project

The evaluation by Dr. Hardy of Educational Testing Service is included in this report.

(f) Conclusions, implications, and recommendation for the future.

As a result of the work conducted by the Career Education Consortium Project, numerous spinoffs have occurred and indications are that many of the activities engaged in by this project will continue even though the project is terminating. Manatee Junior College will be participating

for the next three years in a Part D grant as a member of consortium project on experience-based career education funded by the State Department of Education. Much of the groundwork and other activities of the consortium will be beneficial to this project. Staff members have had an opportunity to talk with numerous people in recent weeks about the termination of the project and indications are that the project has been very successful and beneficial to the consortium members and their staffs. Test data obtained by a third-party evaluator indicate that some significant differences do exist between students in control and experimental schools and programs as a result of implementation of career education.

All equipment and/or resources obtained with grant funds will continue to be used by Manatee Junior College in its continuing career education activities.

A Third-Party Evaluation of the Florida Comprehensive Program for Career Development: K-Universities

Summary Report

Roy Hardy

Educational Testing Service
Atlanta, Georgia
June 1977

The evaluation reported herein was conducted under contract with the Division of Vocational, Technical, and Adult Education, Florida State Department of Education (Project No. F4-007-VW, OHG-4-79-5200).

EDUCATIONAL TESTING SERVICE SOUTHERN REGIONAL OFFICE

Suite 1040
3445 Peachtree Road, N.E.
Atlanta, Georgia 30326

404-262-7634

June 22, 1977

Mr. Joe D. Mills, Director
Division of Vocational Education
Department of Education
Knott Building
Tallahassee, FL 32304

Dear Mr. Mills:

Educational Testing Service is pleased to submit to you and the Division of Vocational Education this Summary Report of the evaluation of "A Comprehensive Program for Career Development: K-Universities." This report contains the evaluation for the period of FY 1976-77 as well as summaries of findings for the two previous years.

Sincerely,

Roy Hardy

Roy Hardy
Assistant Director
Southern Regional Office

RH:bd

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I. Overview of the Project

"A Comprehensive Program for Career Development: K-Universities" is a consortium effort involving as principals two public school districts (Sarasota County and Manatee County, Florida), a community college (Manatee Junior College), and a university (University of South Florida). The consortium goal is to develop and implement a well-coordinated program of career education for all student groups served by the member institutions. Through central planning, coordination, and communication, the project is attempting to reduce duplications of effort and problems associated with articulation of students between member institutions.

The structure of the project includes three components (Guidance, Curriculum, and Placement/Follow-up), each functioning at four levels (Elementary, Secondary, Junior College, and University). Lessor, but similar, services have been extended to private schools, vo-tech schools, and community groups. Project activities are coordinated by a central management staff of six professionals in cooperation with a wide variety of advisory and task force committees composed of staff members from the consortium institutions. State direction for the project is through the Bureau of Vocational Research, and Evaluation, Division of Vocational, Technical, and Adult Education.

Activities for the first year of the CEC project centered on the orientation of staffs of the member institutions to the concept and goals of career education and to establishing lines of communication among the member instituions. Target groups were elementary and secondary teachers, guidance counselors, administrators, MJC and USF faculties, and the staffs of the district career education projects. Substantial efforts were devoted to building the knowledge

and skills of the Consortium staff members.

During the second and third years of the CEC project, contacts with elementary and middle school personnel continued, but the project emphasis shifted to secondary and postsecondary levels where career education concepts and activities are not as fully developed or as well established.

The Consortium Project became operational on July 1, 1974, after an initial planning phase of 90 days. The annual budget for the project is approximately $180,000.

II. Overview of the Evaluation

In February 1975, Educational Testing Service entered into an agreement with the Florida Department of Education, Division of Vocational, Technical, and Adult Education to plan and conduct an evaluation of the Florida Comprehensive Program of Vocational Education for Career Development as required by the Rules and Regulations of Section 142(c) of Part D, Vocational Educational Amendments of 1968, P. L. 90-576. In accord with that agreement, during 1975 ETS sought to 1) establish a working relationship with the project management, staff, and participants, 2) review and organize available data concerning both the process and products of the project, 3) assemble information to support a certification that the program is, in fact, in operation, 4) identify processes and activities which are not on schedule in their development and thus endanger the success of the program, 5) solidfy sampling and data collection procedures, and 6) develop the final evaluation design in congruence with the discovered realities of the program.

Activities conducted by ETS for fiscal year 1975-76 and 76-77 built upon the activities and experiences of our previous involvement. Whereas most of the activities of the previous months involved establishing relationships, orientation, and the development of an evaluation design, activities for FY 75-76 and 76-77 focused on the implementation of the evaluation and more definitive feedback on project effects.

Product Evaluation

The evaluation of the Florida Comprehensive Program of Vocational Education for Career Development can be considered in two parts: product evaluation and process evaluation. As generally defined, product evaluation is based upon

the assessment of student changes related to behavioral objectives specified by the project.

The Career Education Consortium, working cooperatively with the district career education projects in Manatee County and Sarasota County, have defined student objectives for elementary and middle school students in the second quarterly project report. These objectives are classified according to the nine student outcome areas identified in Handbook for the Evaluation of Career Education Programs and are listed in Table 1.

A minimal program of student assessment is established by the contractual arrangement between ETS and the Florida Department of Education:

"In accomplishing this, the work shall include but not be limited to measures of the following:

1) The extent to which students who have participated in the project demonstrate an increase in self-awareness in grade levels 3, 6, and 9;
2) The extent to which students who have participated in the project demonstrate an increased awareness of and knowledge about work at grade levels 3, 6, 9, and 12;
3) The extent to which students who have participated in the project demonstrate increased competency in career decision-making skills at grade levels 9 and 12."

The product evaluation for the Career Education Consortium Project in 1975-76 was focused on students at the elementary and secondary levels in the Manatee and Sarasota school districts. In grades 3 and 6, tests of self concept and work knowledge were administered to samples in each of the two counties on a pre-post basis. In grades 9 and 12, tests of self concept,

Table 1

Career Education Objectives in Terms of
Student Outcome Areas

I. Students will demonstrate increased self awareness.

II. Students will demonstrate increased competency in basic academic/vocational skills.

III. Students will demonstrate increased awareness of work values and possess a desire to engage in paid and/or unpaid work.

IV. Students will demonstrate increased awareness of and knowledge about work.

V. Students will demonstrate increased competency in career decision-making skills.

VI. Students will demonstrate good work habits.

VII. Students will demonstrate work-seeking and work-getting skills.

VIII. Students who are leaving the formal education system will be successful in being placed in a paid occupation, in further education, or in unpaid work that is consistent with their current career education.

IX. Students will be aware of means available for continued education once they have left the formal educational system.

occupational knowledge and career planning skills were administered. A comprehensive description of the design, sample, and instrumentation used can be found in the continuation proposal dated August 11, 1975.

In FY 1976-77, a student based evaluation for the community college level was piloted at Manatee Junior College. The Major product evaluation goals for FY 1976-77 were:

1) To integrate the evaluation of career education objectives into district assessment plans;

2) To provide comparable assessment data for comparison with FY 1975-76 findings;

3) To begin student based assessment of career development at the junior college level;

4) To document the development and critical structure of the evaluation design and strategies used in this project as a model for similar efforts in other locations.

A major goal in designing the product evaluation for FY 1976-77 was to seek a cooperative arrangement with each of the two participating districts that might assure the continued assessment of career education objectives after the federal funding for evaluation of the CEC project has terminated. Federal and state agencies have funded the evaluation of the Career Education Consortium project primarily to assure accountability. However, the evaluation has served other purposes as well. Teachers, counselors, and local project administrators have found the test analyses to be helpful in individual student guidance, in assessing the general effectiveness of the County Career Education efforts, and in planning program modifications. The local Career Education Project staff members feel that the continued testing of career education objectives will serve to influence a continued emphasis on these objectives in the classrooms.

Process Evaluation

The consortium is attempting to influence many nonstudent groups through workshops, committees, publications, and personal contacts. The logical expected consequence is that these nonstudent groups will undertake actions that will influence the education of students. The student effects resulting from such an approach are often long range and may not be discernible during the early stages of the project. Evaluation to provide information for program management must, therefore, look for intermediate indicators. The identification of intermediate indicators of project progress is a part of "Process Evaluation."

Product evaluation is based upon the outcomes of a project in terms of behavior changes. In contrast, process evaluation attempts to describe and assess the effectiveness of activities, components, and transactions which are intended to produce the outcome effects. The steps followed in the process evaluation for the CEC project included 1) definition of a sampling base representative of all project activities, 2) selection of a sample of elements from the defined base, 3) a listing of process objectives and proposed activities from project documents for each element selected for evaluation, 4) preparation of evaluation questions and sources of information for each process objective or activity identified, 5) collection of information for each evaluation question from project documents, staff, and participants, 6) analysis of data, and 7) preparation of a descriptive and evaluative report of findings and conclusions. A description of each of these steps is available in "A Proposal for the Continuation of a Third-Party Evaluation of the Florida Comprehensive Program for Career Development: K-Universities, August 11, 1975" and in "An Evaluation Strategy for Developmental Projects, June 1977".

In FY 1975-76, ETS staff members and consultants conducted nine site visits

to the Career Education Consortium to evaluate six project component elements. The six elements evaluated were:

1) The curriculum component at the secondary level in Sarasota County;

2) The placement and follow-up component at Manatee Junior College;

3) The guidance component at Manatee Junior College;

4) The guidance component in private schools;

5) The placement and follow-up component at the community level;

6) The guidance component at the elementary level in Manatee County.

Prior to each site visit ETS reviewed project documents to identify goals, objectives, and planned activities for the targeted component. Persons responsible for the planning and delivery of services in each of the target areas were identified. Interviews were planned and scheduled with these individuals and with selected recipients of program services. In some instances data were also collected through informal surveys of participants.

The six component elements evaluated in 1975-76 were selected by the evaluator to represent the full range of consortium activities. Component element selections for FY 1976-77 again attempted to span all components and all instructional levels. However, an additional concern influenced the FY 1976-77 selections. Although most of the component elements examined in FY 1975-76 appeared to be operationally strong, one component judged by the evaluators to be weak was re-examined in FY 1976-77 for signs of progress. This element was the curriculum component at the secondary level in Sarasota County.

The evaluators feel that program evaluation should in some ways reflect program emphasis or at least should be attentive to those areas which the project staff has designated as priority. For this reason a heavier emphasis in FY 1976-77 was placed on the post secondary level components.

The major process evaluation goals for 1976-77 were as follows:

1) To review areas of weakness identified in FY 1975-76;

2) To focus attention on certain developing elements of the career education consortium project at the post secondary level through evaluation site visits devoted to these elements;

3) To provide some evaluation of elements selected at random to complement generalizations of overall project performance;

4) To develop procedures, guidelines, and design formats for process evaluation that can serve as a model for similar projects in other regions.

Project elements evaluated in 1976-77 included:

1) The curriculum component at Manatee Junior College;

2) The guidance component at the University of South Florida;

3) The secondary level guidance component in Manatee and Sarasota Counties;

4) The secondary level curriculum component in Manatee and Sarasota Counties.

III. Reporting

The findings of the evaluators have been reported in six quarterly reports and two annual reports. Each report dealt with one or two components of the evaluation. Table 2 lists the issue date and component level of each evaluation report.

The report for each component and level evaluated was presented in two parts. The first part identified activities investigated, methods of investigation, and a description of the status of the activity based upon the information gathered. For example, if the process objective "encourage joint staff meetings" was investigated, the descriptive report included the number of such meetings held, the topics discussed, and the evaluative comments of those participating.

The second part of the report presented some professional judgments of the evaluation team based upon the evidence accummulated concerning each activity and for each set of activities comprising a management function for the component and level under investigation.

Each quarterly evaluation report includes a summary of the status of the component level element at the time of the evaluation and presents specific recommendations to further the overall goals of the Career Education Consortium Project. For the convenience of the reader, a brief summary of the process evaluation findings for each component level element is included in this Summary Report. The final chapter of this document deals with major findings and conclusions of the evaluation and updates the status of the component level elements.

Table 2

A Third-Party Evaluation of the Florida Comprehensive Program for Career Development: K-Universities

List of Reports

Title	Issue Date	Component and Level
Annual Report FY 74-75	August 29, 1975	Orientation of the evaluators and development of comprehensive evaluation plan of FY 76.
First Quarter Evaluation Report FY 75-76	November 10, 1975	Curriculum Component at Secondary Level in Sarasota County
Second Quarter Report FY 75-76	January 15, 1976	Guidance Component at Manatee Junior College Placement and Follow-up Component at Manatee Junior College
Third Quarter Report FY 75-76	March 12, 1976	Consortium Activities with Private Schools; Community Involvement in Placement and Follow-up.
Annual Evaluation Report FY 75-76	July 31, 1976	Guidance Component at the Elementary Level in Manatee School District.
First Quarter Report FY 76-77	October 14, 1976	Curriculum Component at Manatee Junior College
Second Quarter Report FY 76-77	December 17, 1976	Guidance Component at the University of South Florida
Third Quarter Report FY 76-77	March 22, 1977	Secondary Guidance Component in Manatee County and Sarasota County School Districts; Secondary Curriculum Component in Manatee County and Sarasota County School Districts.

IV. Summary of Previous Process Evaluation Reports

Curriculum Component at Secondary Level in Sarasota County (November 10, 1975)

During the first quarter of FY 75-76, ETS evaluators began a systematic process evaluation of the Florida Career Education Consortium by examining the activities of the curriculum component at the second level in Sarasota County. Some of the more significant findings of this evaluation are listed below:

1. In comparison to other component-level elements of the CEC project, the curriculum component at the secondary level is characterized by weak planning and limited activity.
2. The reasons for weak development of the curriculum component at the secondary level include (a) little research or prior experience to serve as a basis for development in this area, (b) a development model in the county which did not call for implementation at the secondary level until the third year of the project, (c) the high cost of in-service training for teachers, (d) uncertainty and reduction of county CE funds, and (e) a greater emphasis within the CEC project on developments for the postsecondary level.
3. Although in-service training programs for teachers conducted to date have been quite effective, the high cost of in-service and a reduction in county funds make this approach infeasible for the 75-76 year.
4. Approximately 25% of the secondary teachers in Sarasota County have had some orientation to CE.
5. Although the proportion of teachers exposed to CE concepts is small, some individual teachers have made significant efforts to include CE concepts in their curricula.

6. CE materials development funds have been used to collect professional references to complement the collection of classroom CE materials available in the county. This is viewed as a wise use of material resources.

If the evaluation of The Florida Comprehensive Program for Career Development: K-Universities were limited to activities in the 74-75 year, the prognosis would be very good. Communication lines were established, one major in-service workshop was conducted by the Consortium and some curriculum innovations were evident. However, plans for the 75-76 year do not build on this good beginning. Logically, the level of activity (especially in-service activity) should be greater in the second year of the project than in the first year. Present plans call for less activity in the second year. This is justified by reduced funds and an increased project emphasis on the post-secondary level. The reduced level of activity at the secondary level makes it improbable that a model program for this level can be developed within the period of the CEC project.

Guidance Component at Manatee Junior College (January 15, 1976)

One of the greater strengths of the guidance services at MJC is the ability to initiate contact with a large majority of the students through required advisement. Students often do not recognize a need for counseling or simply do not know who to turn to with questions about what subjects to take or career decisions. The initial contact through advisement opens the door for the counselor to explore a variety of areas of student need and establishes a contact that the student can turn to when additional needs arise.

The Career Psychology course is also a strength of the MJC program. This course offers the student an opportunity to explore his own interests, values, and abilities and to relate these to possible career choices. This,

combined with courses to provide entry level skills, provides for all of the frequently sighted objectives of career education. The course presently reaches only a portion of the student body--mostly undecided majors. Perhaps the course should be required or an abbreviated version could be developed for students who are fairly sure of their major, but who may not be aware of options in a particular field or who have not examined closely their own values and ambitions.

The Career Lab is a good idea, but operationally weak in this present form. The Career Lab could be utilized by more students more frequently if (1) the physical location were better (perhaps combining with other reference locations or guidance services), (2) professional or paraprofessional personnel were available to help students locate and use appropriate references, and (3) advertising was used to make students aware of the Lab, its holdings, and purpose.

Several of the guidance workers interviewed expressed the feeling that they did not have the support of the faculty at MJC. The evaluator did not interview members of the faculty and cannot comment on the level of faculty support. If a conflict exists, it is probably due, in part, to misinformation or a lack of information. Increased contact and communication between the guidance staff and the faculty would likely ease tensions and reduce conflicts. The MJC Task Force offers an excellent vehicle for communication among the faculty and guidance staff.

The Guidance Task Force serves as a vehicle for planning as well as for communication. Long range planning, well thought out by persons with a variety of viewpoints, is a valuable element frequently missing in guidance services. Guidance services too often just evolve from administrative needs. It is hoped that this group will continue to meet and to work toward a comprehensive program of guidance services for career education.

Placement and Follow-up component at the community level (March 12, 1976)

The process evaluation for the quarter January-March 1976 included a cursory examination of Consortium activities involving private schools and a more thorough examination of the relationship of district Placement Follow-up programs to the general community.

Although the Consortium staff has made a concerted effort to contact private schools in the area and to invite these schools to participate in career education activities, the private schools would appear to be disinterested. It is not clear in the Consortium plans if private school involvement is an essential project element. If private school involvement is not essential to the overall design of the project, perhaps the staff should not waste further efforts in this direction. If the participation of private schools is important to the Consortium, the appointment of private school representatives to some of the committees of the Consortium or simply intensive service to the few interested private school administrators and teachers might promote some additional participation.

Community awareness and involvement is essential for a successful student placement operation. Several community activities in Sarasota and Manatee Counties are innovative, exciting, and worthy of sharing with other counties in Florida:

a) Career days with cooperation of Chamber of Commerce held in the community,

b) "Employment wanted" ads for students,

c) Community service programs giving students credit for unpaid work experience in community agencies,

d) Cooperation with the State Employment Services, and

e) Personal contacts with potential employers.

The one apparent weakness in the Placement program's contact with the community is the lack of control and coordination of the several school representatives seeking employment for students. In addition to the director of placement, the occupational specialist, the co-op teacher, and the distributive ed teacher in each school are all seeking community jobs for students. Although none of the sources interviewed identified this as a problem, it would seem that some duplication of effort could be avoided and efficiency gained if there were more coordination of the efforts of these various groups. Similarly, the benefits of more bi-county coordination of community efforts should be considered.

Guidance component at the elementary level in Manatee County (July 31, 1976)

For purposes of evaluation, it is essential to attempt to clarify and separate what would have gone on anyway if the Consortium had not been funded from what effects it has had in getting a coordinated, unified program developed across differing educational authorities in the region.

In the area of elementary guidance, both Manatee and Sarasota counties have had grant monies and staff implementing a career education program along school district lines during the recent past. These programs have taken somewhat different directions in each school district and, reportedly, the districts have different priorities and feelings about success in this effort to provide career information to their pupils. The question is: What has the Consortium done to integrate these efforts into the total unified career education program envisioned for the region?

The answer must be: The Consortium has provided some experiences that may have improved the programs in Manatee and Sarasota by providing direct information to teachers and administrators during the past two years (approximately) and it has established a coordinating council for improvement of elementary

career guidance within one school district (Manatee) but it has not yet been able to convince the Sarasota County officials responsible that a bi-county elementary coordinating council would be a good idea. It is also too early to know whether the new elementary coordinating council with one or two counties will achieve or move toward achievement of the objectives of the Consortium effectively.

The Curriculum Component at Manatee Junior College (October 14, 1976)

Four goals for the curriculum component at Manatee Junior College were established by the CEC Staff:

1. To sensitize the faculty at MJC to the career implications of the courses they teach and to the concept of career education.
2. To have the faculty at MJC include career implications in their instruction.
3. To make available resources and materials for helping instructors include career awareness in their courses.
4. To improve articulation in subject areas where instruction begins below and/or proceeds beyond the junior college level.

Three major strategies were developed to accomplish these goals. A task force was set up as a long range planning unit for career education and to serve as a communication link between the CEC staff and the faculty and staff at MJC. Special interlevel workshops presenting the basic concepts of career education and addressing specific articulation problems were conducted. CEC staff members conducted individual consultations with faculty members at MJC to discuss the career implications of their particular courses and methods for including these career implications in the curricula.

The review of the Career Education Consortium quarterly reports, the list of activities related to curriculum at MJC provided by the CEC staff, and the

discussions with CEC staff, MJC administrators, and faculty on September 23 and 24, 1976, support the following conclusions of the third party evaluator:

1. The Career Education Consortium concept and the activities and staff of the Florida Career Education Consortium at MJC have strong support from the administration and from the faculty members interviewed by the third party evaluator.
2. There is a continuing need for articulation activities relating the curriculum of the school districts, the Junior College, and the University of South Florida. The Consortium should work toward some parmanent structure for periodically addressing issues of communication and articulation.
3. The goals and strategies for the curriculum component at MJC have been more clearly defined and consistently implemented than for any component examined to date by the third party evaluator.
4. The CEC has served as a facilitating resource for implementing curriculum changes at MJC. Some of these changes have been conceived by the faculty and administration of MJC and some by the staff of the CEC.
5. The Career Education Task Force at MJC has served in a long-term planning capacity, an element which is absent in several of the CEC components. Efforts should be made to have the junior college adopt the task force as a permanent operational structure.
6. The two strategies of multi-level workshops, such as the recent Foreign Language Workshop, and individual consultations between the CEC staff and individual faculty members at MJC are particularly effective in increasing faculty sensitivity to career implications and infusing career implications into curriculum at MJC.
7. Career education materials, such as the recently developed resource book and the periodic bibliography list distributed to faculty members, appear

to have relatively little impact.

Guidance Component at the University of South Florida (December 17, 1976)

ETS undertook an evaluation of the guidance component of the Career Education Consortium at the university level during the month of November 1976. Evaluation activities included a review of CEC quarterly reports to identify activities involving the University of South Florida, a series of interviews with faculty and administrators at USF, and administration of a questionnaire concerning guidance services at USF to a small sample of students at the university. The evaluator also requested and received from the CEC staff a listing of consortium activities that have involved USF faculty staff or students.

In comparison to CEC activities and accomplishments at lower levels, activities at the University of South Florida have been very limited. Although this was partially by design, several obstacles within the university have decreased the consortium's effectiveness at this level. Interviews with USF faculty and with the CEC staff highlighted these obstacles:

a) General turmoil and uncertainty in the university system over budget and staff allocations.

b) CEC proposals viewed as a duplication of university services by the university Director of Counseling.

c) A lack of active participation and leadership within the College of Education by the Dean.

d) Failure to obtain administrative approvals for establishing a university-wide Task Force.

e) Executive Committee member's perception of the University of South Florida's role in the CEC as primarily one of service to the other member institutions.

f) Varying perceptions of what the role of the University of South Florida in the Career Education Consortium should be.

Some of these obstacles have been or can be removed and there are some limited indications that progress at the university level is accelerating. The greatest need at this point would seem to be a broadening of the faculty and administrative base committed to CE. While a small number of faculty members have been active and supportive in CEC activities, this base is not sufficient to affect overall university policies and programs.

As an independent assessment of the need for and extent of Career Guidance services at the University of South Florida, the evaluator requested that a short questionnaire be distributed to at least one class of Junior-Senior level students and at least one class of Freshmen-Sophomore level students. The evaluator was unable to elicit cooperation from any department to survey a Freshman-Sophomore level class. Only 46 respondents from the Junior-Senior level classes returned the questionnaire. Tabulations for the survey are reported in the Second Quarter Report for FY 1976-77. However, survey results for such a restricted group of students cannot be considered to be representative of the university as a whole.

Secondary Guidance Component in Manatee and Sarasota Counties (March 22, 1977)

Career education activities at the secondary level are primarily the responsibility of state-funded Career Education Projects in the two counties. The role of the Consortium is one of coordination and support. The present evaluation attempted to determine the extent and adequacy of services provided to secondary students in the two counties and the contribution of the Career Education Consortium to the development, delivery, and support of these services.

The guidance component at the secondary level has received a considerable boost by the state-mandated occupational specialist position. Each high school in the two counties has a full-time staff person with the responsibility of providing students occupational information and career guidance, particularly for career choices that do not require a four-year degree. The present evaluation found that occupational specialists are emphasizing many of the concepts and services usually associated with career education at the secondary level. The guidance counselor is also a key element in providing services at the secondary level. In some schools, the guidance counselor has been a principal agent for promoting a greater emphasis on career awareness and career guidance services for the students who are unsure of the next step after secondary graduation.

The goal of this evaluation was to determine the impact of the Career Education Consortium on the services being delivered to secondary level students. There is an apparent inbalance in the services provided by the CEC to the two counties. In Manatee County, the CEC staff played a significant role in the training of occupational specialists and in the selection of materials supplied to occupational specialists. CEC staff members were also actively involved in faculty workshops presented by the Manatee County Career Education

Project and have worked directly with some of the guidance counselors, occupational specialists, and teachers in the development or selection of career education curricula materials for their courses. In Sarasota County, the participation of the staff of the Career Education Consortium has been much more limited. The Consortium has invited teachers and guidance counselors from Sarasota County to participate in training programs the Consortium has conducted or sponsored. The Consortium has also provided consultants to Sarasota County for training programs initiated by the county staff. Perhaps the real weakness in communication with the staff of the Sarasota County Career Education Project is a lack of sharing ideas and professional viewpoints. My impression was that Dr. Pelletti perceives the Career Education Consortium as a limited fiscal resource and the sponsor of occasional activities related to career education. There is no apparent feeling of being a part of the Consortium or having any impact in the planning or activities of the Consortium. While this relationship was disturbing to the evaluator, it was not of great concern to either the Consortium staff or the staff of Sarasota County. Both parties seemed to be pleased with the status quo and felt that their working relationship was acceptable.

Secondary Curriculum Component in Manatee and Sarasota Counties (March 22, 1977)

The curriculum component at the secondary level was originally evaluated during the Fall quarter of 1975. At that time, the secondary curriculum component was characterized by relatively weak planning and a low level of activity due to increases in funding and the continued emphasis of the County Career Education Projects on the elementary and middle school levels. Secondary level curriculum activities are still relatively slight, however, several new activities have been initiated indicating continued although slow progress in this area.

Several innovations in the county curricula appear to have the potential for substantial and long lasting effects on the career education services provided to students. These innovations would include:

(1) Career night or similar activities in the two counties.

(2) The civics unit on career education introduced at Manatee High School.

(3) The Life Career Development System course.

(4) The adoption of the Assessment of Career Development as a permanent part of the evaluation program in Sarasota County.

(5) The development of county curricula guidelines that include career education objectives in both counties.

(6) Increased awareness on the part of faculty members who have participated in the various workshops conducted by the two-county staffs and the Career Education Consortium.

The one area of disappointment in programs at the secondary level is the breadth of participation by faculty members. Indications are that less than 10% of the total high school faculties in the two counties have made committed efforts to incorporate the goals for career education into their courses. Such an assessment of participation is difficult since some faculty members may have already included CE activities in their courses or may be doing so without the assistance of the County or Consortium Career Education staffs. The Career Education staffs in both Sarasota and Manatee Counties have made a conscious effort to involve more teachers. However, greater involvement is dependent upon increased motivation and instruction in methods of dealing with new goals and new areas of content. The County Career Education Projects simply have not had the resources to provide the type of intensive training needed to insure a higher level of participation.

V. Responses to Process Evaluation Recommendations

The project management of the Florida Career Education Consortium was very responsive to evaluation findings and recommendations. At the conclusion of the project, conditions sighted as weaknesses in earlier reports had been strengthened and many of the evaluation recommendations had been implemented. Some specific examples are sighted:

1) The Career Lab at MJC was described by the evaluator as operationally weak in January of 1976. It was recommended that a) the Lab be moved to a more accessible location and b) professional staffing for the Lab be provided. Both recommendations have been implemented. The Lab is now located adjacent to the Student Center and has a full time staff funded through the CETA program.

2) The Guidance Task Force at MJC was sighted as a needed long range planning unit. It was recommended that this be adopted by MJC as a permanent structure. This has been done, and the scope of the group has been expanded to include curriculum planning as well.

3) When examined in December 1976, the program at the University of South Florida was almost nonexistent. Since that date a University Task Force has been appointed and is actively examining student services for career planning at USF.

4) The concept employed in the Foreign Language Workshop in October 1976 was extended to similar workshops in mathematics and industrial trades.

Areas to which the CEC committed its priority and resources showed continued progress. Programs at MJC, activities in the area of placement follow-up, interlevel workshops, the communication efforts and the activities of specific faculty in the member institutions might all be considered models for implementation in other locations.

VI. Product Evaluation Analysis

Sarasota County - 1976-77

Significant changes were made in the product evaluation design for the Sarasota County School District for the 1976-77 year. Recognizing that the third party evaluation contract would expire at the end of the 76-77 year, changes were made to facilitate a transition of the responsibility for assessment procedures to the district staff. The changes represent a commitment by the Sarasota School District to continue and to expand the assessment of career education objectives throughout the school system.

The 76-77 evaluation design collected data at grades 3, 8, and 10. At grade 3, the Piers-Harris Children's Self-concept Scale was administered to all students in the county in the Spring. The Career Education Cognitive Questionnaire was administered to all third grade students in two schools which had been identified in FY 75-76 as "experimental" schools and in one school which had been identified as a "control" school.

At grades 8 and 10, the Assessment of Career Development was administered to all students in the district at midyear.

The changes in evaluation procedures make comparisons with 1975-76 difficult and tenuous. The rigor of a carefully controlled and constant design has been sacrificed for the opportunity to establish the assessment of career education objectives as a continuing part of the county assessment program.

Findings - Grade 3

The Career Education Cognitive Questionnaire was administered to 206 children in Tuttle and Phillippi Shores schools (experimental) and 70 students

at Fruitville Elementary (control). Mean scores and an analysis of variance comparing the two groups is presented in Table 3. The difference between the two groups is not significant. The pattern of scores is quite similar to the 1975-76 results.

The Piers-Harris Children's Self-concept Scale was administered to all third graders in 15 elementary schools in Sarasota County. Table 4 lists means and standard deviations for these schools. The county-wide mean of 55.86 is somewhat lower than the means reported for both experimental and control groups in 1975-76.

Assessments at grade 3 indicate that Career Knowledge scores in 1977 are similar to those of the previous year; Self-concept scores are slightly lower for both the total population and for schools identified as treatment schools in 75-76. The mean score of children in Sarasota County is better than about 55% of the publisher's norms group for the Piers-Harris scale. The mean score of Sarasota County children tested with the CECQ is very similar to the mean of the publisher's standardization sample.

Table 3

Analysis of Scores on Career Education
Cognitive Questionnaire - Sarasota County, Grade 3

Group	N	$\bar{X}$	SD	F	P
76-77 Treatment	206	30.03	3.75	1.912	0.16
76-77 Control	77	29.32	4.01		
75-76 Treatment	65	30.32	3.75	0.31	
75-76 Control	28	29.36	3.81		

Table 4

Analysis of Scores on Piers-Harris Children's Self-concept Scale - Sarasota County, Grade 3

Group	N	$\bar{X}$	SD
Alta Vista	111	57.59	12.36
Phillippi Shores	136	55.63	12.91
Garden	86	49.24	14.93
Fruitville	80	55.99	11.38
Nokomis	89	56.33	13.27
Ashton	58	55.21	13.80
Gulf Gate	122	56.12	14.19
Brentwood	133	58.87	11.16
Southside	83	54.47	14.10
Wilkinson	128	56.20	12.88
Venice	108	57.84	12.82
Booker N	71	48.45	13.87
Bay Haven	61	57.54	11.22
Booker E	31	57.48	10.17
Tuttle	88	57.98	12.71
Garcia	77	56.51	12.06
Englewood	117	55.47	12.50
76-77 total	1579	55.86	---
75-76 treatment	65	63.75	10.37
75-76 control	28	57.79	11.90

Findings - Grade 8 and 10

The Assessment of Career Development was administered to 1694 eighth grade students and 1886 tenth grade students during January and February of 1977. Means and standard deviations for three subtests are presented in Table 5. Since the 75-76 evaluation design included data only for grades 9 and 12, no direct comparisons are possible with the 76-77 data. In an attempt to better understand the relationships among the available data points, the mean scores of six identifiable grade level groups across the two-year period are plotted in Figures 1-3.

Table 5

Analysis of Scores on Assessment of
Career Development - Sarasota County, Grades 8 and 10

	Grade 8		Grade 10	
	$\bar{X}$	SD	$\bar{X}$	SD
Job Knowledge	39.42	12.03	47.30	12.16
Career Planning Knowledge	21.99	6.24	23.69	7.49
Career Planning Involvement	1.68	0.31	1.72	0.33

Figure 1

JOB KNOWLEDGE
SARASOTA

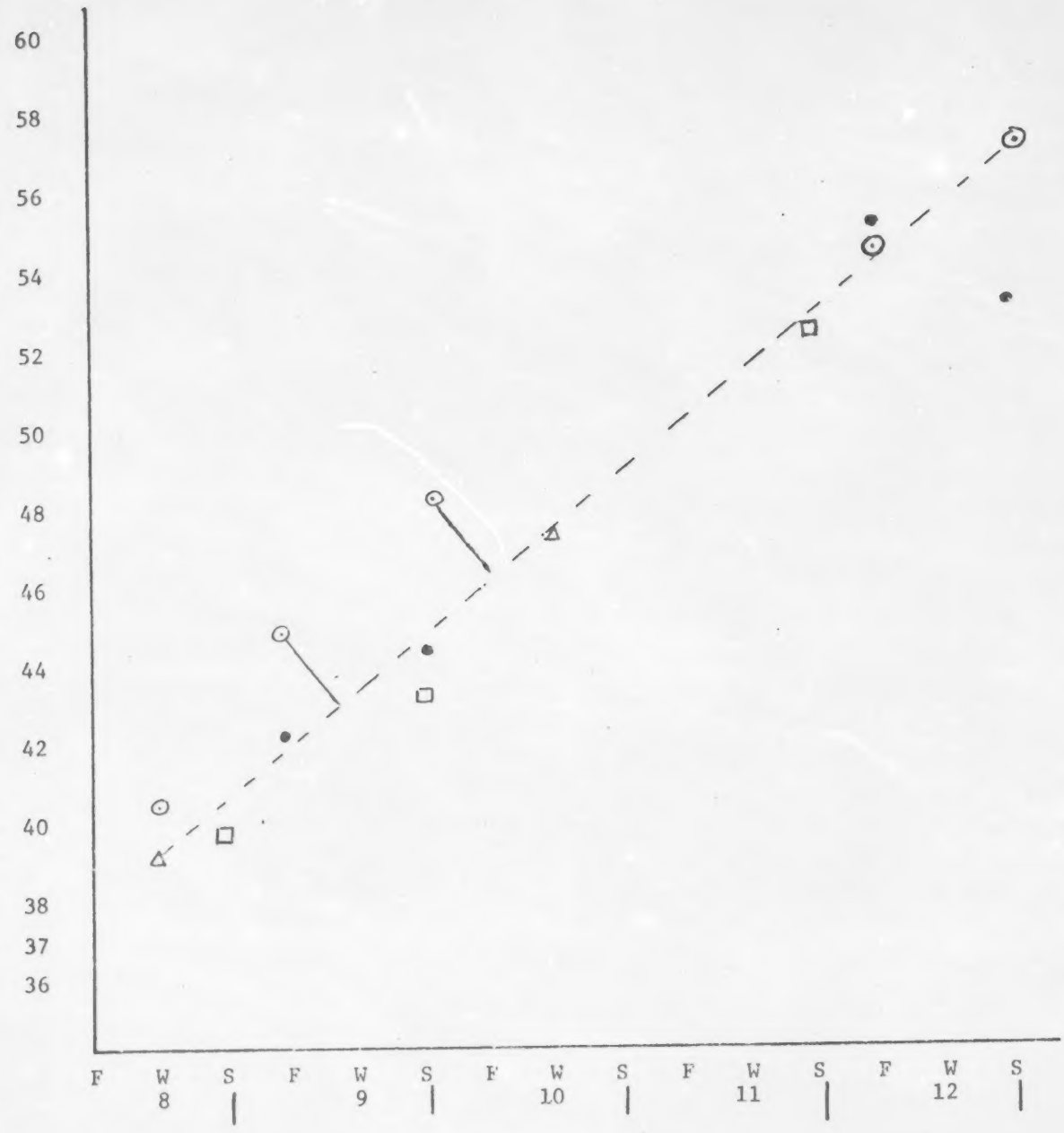
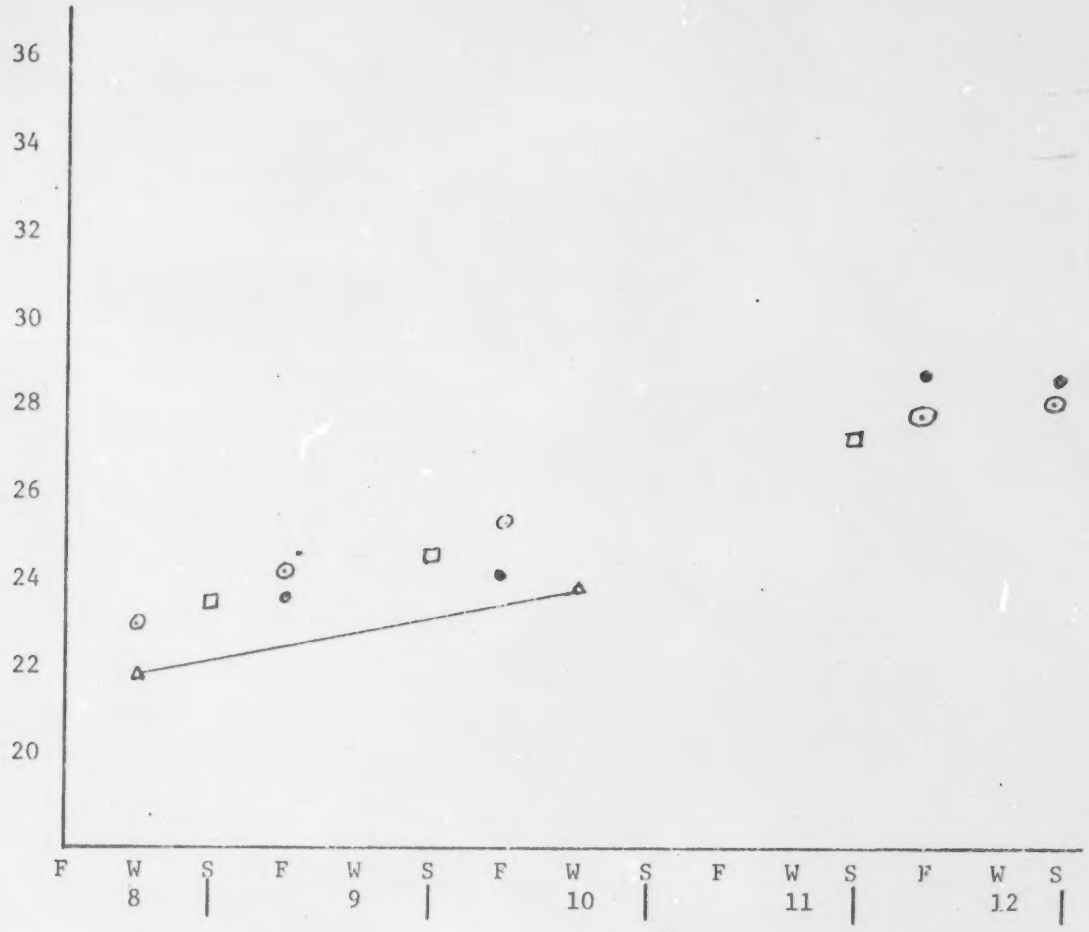


Figure 2

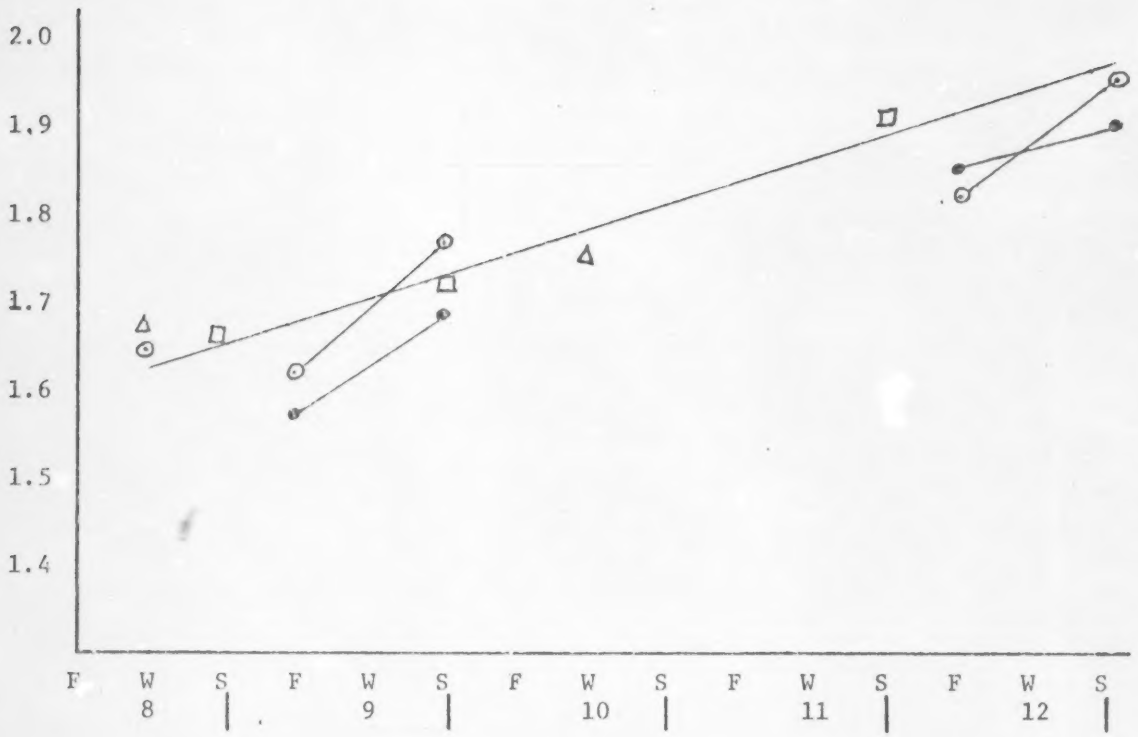
CAREER PLANNING KNOWLEDGE
SARASOTA



△ Population -1977
◎ Treatment Group - 1975-76
● Control Group - 1975-76
□ National Norms

Figure 3

CAREER PLANNING INVOLVEMENT
SARASOTA



△ Population - 1977
⊙ Treatment Group - 1975-76
● Control Group - 1975-76
□ National Norms

Job Knowledge

The plot shown in Figure 1 proved to be interesting and perhaps the easiest to interpret. The data points for the eighth grade population and the tenth grade population, as well as the pre and posttest for the control group at the ninth grade in 1975-76, fall almost on a straight line. The three data points for Brookside Junior High School are also linear but with higher values and a greater slope than in the population and control data points. At the high school level, the pre and posttest for the treatment group tend to fall on the line with the population data points. The control group showed no gain and even a slight loss from fall to spring in the twelfth grade. This may indicate that the control group was not highly motivated in the spring and did not give their best efforts to the test.

Career Planning Knowledge

In this graph (Figure 2) as with the job knowledge graph, the values from Brookside Junior High School are above the general population values and the control group values. However, for this set of data the pattern from Brookside High School is essentially parallel to the pattern for the general population and for the control group. In contrast to the other two data plots in the career planning knowledge plot, the twelfth grade points do not show a linear relationship to the eighth through tenth grade data. It would appear that something significant happens between grades 10 and 12 to increase student's career planning knowledge.

Career Planning Involvement

The plot of the data in Figure 3 shows patterns similar to the plot of job knowledge with one major exception. That is, that the values for the

eighth grade population and the eighth grade at Brookside in 1976-77 are both well above what would be projected from the other data points. A significant effort in Sarasota County to increase career planning involvement at the eighth grade during 1976-77 might account for the observed pattern.

Product Evaluation Analysis

Manatee County - 1976-77

The diffusion of services by the Manatee County Career Education Project made it inappropriate to identify any school in the county as a nontreatment or control school. The evaluation design was, therefore, changed for the 76-77 year to a population assessment rather than a comparison of treatment and nontreatment conditions.

At grade 3, a sample of 150 children from five elementary schools were tested in Spring '77 with the Career Education Cognitive Questionnaire and the Piers-Harris Children's Self-concept Scale. Tables 6 and 7 compare scores for this sample with scores obtained by similar groups in Spring '76. The mean score on the CECQ is slightly higher for the 76-77 sample; the mean score on the Piers-Harris is slightly higher for the 75-76 sample. However, neither difference is statistically significant.

At grade 6, schools included in the 76-77 evaluation are the same as those included in the 75-76 evaluation. In 75-76 Bradenton and Harlee Middle Schools were identified as treatment schools; Sugg Middle School was identified as a nontreatment school. Children in these schools were administered both the Piers-Harris Children's Self-concept Scale and the Career Education Cognitive Questionnaire. Tables 8 and 9 compare scores for the two groups across both academic years. Differences between the identified treatment and control schools were not statistically significant for 1975-76. Differences on the CECQ favor the control school in 1976-77. Average scores for the 76-77 total sample are somewhat higher than the 75-76 average on the cognitive measure (CECQ), but slightly lower than the 75-76 average on the affective measure (Piers-Harris).

Table 6

Analysis of Scores on the Career Education Cognitive Questionnaire
Manatee County, Grade 3

	Group	N	$\bar{X}$	SD	t
1977	Orange R	30	29.96	4.69	
	Tillman	30	30.20	3.48	
	Prine	28	30.46	3.78	
	Moody	28	30.46	3.98	
	Daughtry	30	29.06	5.05	
	Total	146	30.02	4.22	1.3586
1976	Total	105	29.21	5.21	

Table 7

Analysis of Scores on the Piers-Harris Self Concept Scale
Manatee County, Grade 3

	Group	N	$\bar{X}$	SD	t
1977	Orange R	30	58.73	11.26	
	Tillman	30	55.93	11.40	
	Prine	27	54.48	17.01	
	Moody	30	58.10	15.41	
	Daughtry	30	53.33	11.20	
	Total	147	56.15	13.37	.9073
1976	Total	105	57.70	13.37	

Table 8

Analysis of Scores on Piers-Harris Self Concept Scale
Manatee County, Grade 6

	Group	N	$\bar{X}$	SD	t
76-77	Control	90	58.61	10.69	1.046
	Treatment	119	56.95	11.84	
75-76	Control	42	58.81	11.93	0.42
	Treatment	113	59.81	11.73	

Table 9

Analysis of Scores on Career Education Cognitive Questionnaire
Manatee County, Grade 6

	Group	N	$\bar{X}$	SD	t
76-77	Control	89	37.52	5.80	1.966*
	Treatment	119	35.88	5.94	
75-76	Control	42	34.40	8.60	0.55
	Treatment	113	35.21	6.62	

* significant at alpha = .05

At grade 9, 197 students were selected at random and administered the Assessment of Career Development in Spring 1977. Table 10 compares scores for this sample with scores for both treatment and control groups tested in Spring 1976.

Table 10

Analysis of Scores on Assessment
of Career Development - Manatee County, Grade 9

			Job Knowledge		Career Planning Knowledge		Career Planning Involvement	
	Group	N	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
1977	Total	197	46.61	10.25	24.75	5.54	1.75	0.35
1976	Treatment	82	47.38	---	24.80	7.38	1.81	0.32
	Control	90	46.30	---	24.02	6.68	1.79	0.29

Job knowledge and Career Planning Knowledge scores for the 1977 sample are slightly higher than scores for the control group in 1976 and slightly lower than those of the treatment group in 1976. Career Planning Involvement scores of the 1977 sample are slightly lower than scores of the two groups tested in 1976.

Product Evaluation Analysis

Manatee Junior College - 1976-77

The evaluation plan called for the administration of the Assessment of Career Development to students enrolled in one section of Career Psychology and to students in one section of General Psychology in Fall '76. The Career Psychology students were to be retested in Spring '77. However, an insufficient proportion of this group could be located and tested. Therefore, no Spring '77 analysis is presented. Table 11 compares the scores of the two groups in Fall '76.

Table 11

Analysis of Scores on Assessment of Career Development - Manatee Junior College - Fall '76

	Career Psychology			General Psychology		
	N	$\bar{X}$	SD	N	$\bar{X}$	SD
Job Characteristics	19	37.74	8.56	74	48.19	2.55
Job Preparation Requirements		12.05	2.34		14.97	1.56
Career Planning Knowledge		23.94	5.38		31.96	3.37
Career Planning Involvement		1.93	0.38		2.09	0.34

The comparisons in Table 11 favor the students enrolled in General Psychology in every subscore. This provides evidence that students assigned to the Career Psychology course are, in fact, less knowledgeable about potential

career choices and methods for exploring various occupations. It is not possible to judge the effectiveness of the Career Psychology course without a post-treatment assessment.

VII. Conclusions

The cognitive and affective assessments of students in Sarasota and Manatee Counties show no consistent patterns of change from 75-76 to 76-77. The changes in evaluation design may have masked some program influences. However, in the judgment of the evaluator, the results are probably an accurate reflection of the programs.

The evaluation and development of the Florida Career Education Consortium may not be readily apparent in the quantitative analysis of available evaluation data. The project began with a number of related but divergent management goals. These included:

a) The maintenance and continued development of CE programs in the two school districts.

b) The development, almost from scratch, of CE programs at the junior college and university levels.

c) The elimination of articulation hazards among the participating institutions.

Due to a desire to comply with proposed evaluation guidelines for Part D projects, the product evaluation concentrated on the first of these management goals. However, during the last two years of the CEC project, this goal was obviously secondary to the development of postsecondary programs and the articulation of multi-level programs. The elementary and secondary level programs faced a continuous problem of declining resources that undoubtedly restrained program gains. Nevertheless, there is no doubt that children in the two districts are receiving more, and more appropriate career awareness and career guidance services as a result of the three-year effort.

The management of the CEC project was both sensitive and responsive to evaluation findings. Many of the recommendations of early evaluation reports were implemented and contributed to program improvement. (See p. 24)

The development of programs at Manatee Junior College was particularly impressive. The structures and services initiated or improved by the CEC project have been well accepted by the administration and staff at MJC and have an excellent probability of continuing and improving.

The work at the University of South Florida did not really get started until the final year of the CEC project. It is difficult to ascertain the impact and potential longevity of project contributions to USF services.

Progress was made toward every major goal of the Career Education Consortium. Judging the professional dedication of the staffs of the cooperating institutions, this progress is likely to continue.

Appendix A

Staff Involvement

July 1, 1974 - June 30, 1977

STAFF INVOLVEMENT

July 1 - Sept. 30

1974 Date	Component	Agency	No. People * Involved	Activity
July 2	In-service	Manatee	4	Orientation - Co. Career Ed.Staff
July 2	In-service	Sarasota	3	Orientation - Co. Career Ed.Staff
July 8	In-service	Manatee	2	Orientation - Co. Superintendent
July 15	In-service	Manatee	3	Orientation O Co. Admin. Staff
July 17	Guidance	Sarasota	28	Visit On-going Career Ed. Co. Workshop
July 17	All	U.S.F.	1	Articulation - Working Relations
July 31	All	U.S.F.	1	Articulation - Working Relations
Aug. 2	All	All	18	Slide Presentation - "Career Ed. in Florida"
Aug. 5-6	All		N/A	Regional Conference- Atlanta
Aug. 8	All		N/A	State Voc. Conference- Miami
Aug. 9	All	All	N/A	External Evaluation for Counties- Tom Frejo
Aug. 13	PFU	Manatee J.C.	1	Job Data Bank Training-Santoli
Aug. 14	PFU	Manatee	8	Plans for Manatee Co. PFU
Aug. 14	PFU	Sarasota	10	Occ. Sp. Role in Sarasota Co.- PFU
Aug. 15	All	All	N/A	Visit by State Project Coord.
Aug. 15	PFU	Manatee	1	Manatee Co. PFU Plan
Aug. 16	PFU,Guidance	Sarasota	12	Occ. Sp. - Training Needs
Aug. 19	PFU	Sarasota	2	Plans for Apprenticeship Follow-up
Aug. 19	PFU	Manatee	1	Manatee Co. PFU - Schedule
Aug. 19	PFU	Sarasota	1	Plans for Apprenticeship Follow-up
Aug. 20	Guidance	Manatee	8	Job Bank Training Program
Aug. 20	PFU	State	1	State-Reg. IV Staff Member - PFU
Aug. 20	Guidance	Sarasota		Visit summer workshop for teachers
Aug. 21	Guidance	Manatee	8	Job Bank Training Program
Aug. 22	PFU,Guid.,Curr.	State	N/A	Sid Morland - Tampa Conference
Aug. 23	Guidance	Wauchula	N/A	Visit and work with Wauchula Co.
Aug. 23	PFU	Sarasota	3	Progress and Problems in PFU
Aug. 27	All	State	N/A	Visit from State Project Coord.
Aug. 28	All	State/Federal	N/A	Visit from State Coordinator - Regional Office Staff

Date	Component	Agency	*No. People Involved	Activity
Aug. 29	In-service	Manatee	13	Develop Training Program for Occupational Specialist
Aug. 29	PFU	Sarasota-Manatee	35	PFU Area IV Meeting
Sept. 3	PFU	Manatee	3	PFU in Manatee County-Time Table
Sept. 4	PFU	Manatee	N/A	Visit Manatee High School-PFU Requirements
Sept. 5	In-service	Manatee	4	Joint Staff Mtg. with Manatee Career Ed. Staff
Sept. 6	PFU	Sarasota	3	
Sept. 9	All	Manatee	29	Manatee County Supervisory Staff.
Sept. 9	All	State	1	State Region IV Career Staff Member
Sept. 10	All	Executive Com.	4	Executive Committee Policy Meeting
Sept. 12	In-service	M.J.C.	9	Orientation-M.J.C. Student Pers.
Sept. 12	Placement	Manatee & Sarasota	3	Manatee & Sarasota Placement meeting--Instrument Dev.
Sept. 13	In-service	Sarasota	7	Joint Staff Meeting with Sarasota Career Ed. Staff
Sept. 13	Placement	Sarasota	1	Validity study for follow-up survey for New Directions program
Sept 14	Placement	Manatee & Sarasota	2	Present Validity data for "New Directions Program"
Sept. 16-17	Curriculum	Manatee	2	In depth work with Elem.-Middle School Staff-"What is going on now- What ways can the Consort. help?
Sept. 16-17	Curriculum Guidance	Manatee		
Sept. 17	Placement	Manatee	1	Plan strategy for analyzing follow-up data
Sept. 18	In-service	Sarasota	20	Orientation-Sarasota Secondary Schools Principals & Others
Sept. 20	Placement	Voc. Center	4	Present initial draft of Office Occ. follow-up instrument to Admin. at Vocational Center
Sept. 20	Placement	Manatee & Sarasota	3	PFU Coordinators meeting -Topic, "Use of Data Processing"

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Date	Component	Agency	*No. People Involved	Activity
Sept. 20	Curriculum	Manatee	2	Introductory meeting with George Marshall
Sept. 20	Guidance	Manatee	1	Present Draft Training Model Development for Occ. Spec.
Sept. 20	Curriculum	Manatee	3	Introductory meeting with Wheeler Leeth
Sept. 20	Guidance	Manatee	1	Meeting with Director of Pupil Personnel
Sept. 20	Guidance	Manatee	1	Visit Private Schools
Sept. 23	Guidance Curriculum	Manatee	10	Visit Sugg middle school- various Adm. & teaching staff
Sept. 23	Guidance Curriculum	Manatee	8	Visit Harllee middle & Bradenton middle schools- various adm. and teaching staff
Sept. 23	Evaluation	Federal	N/A	Regional Meeting on Evaluation- Atlanta
Sept. 23	Curriculum	Manatee	2	Introductory meeting with C.A. Woodson
Sept. 23	Curriculum & Guidance	Sarasota	6	To visit with Career Education staff to explore areas where assistance can be rendered
Sept. 23	Guidance & Curriculum	Manatee	8	Visit Harllee middle & Bradenton middle schools - various adm. and teaching staff

Date	Component	Agency	*No. People Involved	Activity
Sept. 24	Guidance	Sarasota	4	Present draft training model development for Occ. Spec.
Sept. 24	Guidance	Manatee	2	Present "Flow-chart" for Occ. Spec. training & draft survey instrument
Sept. 24	All	Advisory Committee	14	Advisory Committee Orientation
Sept. 24	Curriculum & Guidance	Manatee	15	To visit the pilot elementary schools & meet admin. and counselors
Sept. 25	Curriculum	Manatee	3	Visited instructors at vocational technical school to open lines of communication
Sept. 25	Guidance	Sarasota	5	Present In-service Component for master plan for Occup. Spec. - meet various adm. & teaching staff of Sarasota high school
Sept. 25	Faculty Daughtrey Elem.	Manatee	30	Explain to the Faculty the role of the consortium and ways they will receive assistance
Sept. 25	Curriculum	Manatee	2	Discussion on printing arrangement for newsletter
Sept. 26		All	10	Share Evaluation Criteria from Atlanta
Sept. 26	Guidance	Manatee	1	Visit Private Schools

Date	Component	Agency	*No. People Involved	Activity
Sept. 27	Curriculum	Sarasota	7	Visit to Voc-Tech. center to work up news release on consortium for informational purposes; also, arrangements were made for use of printing press
Sept. 27	Guidance	Manatee	1	Visit Private Schools
Sept. 27	Guidance & Curriculum	Sarasota	1	Meeting with Middle School Career Education Spec. on how we can assist
Sept. 30	All	State	N/A	State Meeting - All State & Federal Career Education Project Meeting in St. Pete

* Does not include Consortium staff members

STAFF INVOLVEMENT

October 1 - December 31

1974 Date	Component	Agency	No. People Involved	Activity
Oct. 1	All		94	State Education Career Conference
Oct. 2	All		94	State Education Career Conference
Oct. 3	Curriculum	Manatee County	1	Visit Curriculum Specialist - Manatee High
Oct. 3	PFU	Sarasota County	3	Dropout - Redefinition
Oct. 4	All	State Department of Education	10	Present First Quarterly to State Staff
Oct. 7	Management	Manatee - Sarasota Counties	5	Specific Objectives and Federal Guidelines
Oct. 7	Curriculum	Manatee Vocational Technical	2	Articulation Problems in the RN and LPN Program
Oct. 7	Curriculum	Manatee Vocational Technical	9	Visit Teachers in Vocational School
Oct. 7	PFU	Sarasota County	2	Discuss Plans for Sarasota County PFU
Oct. 7	Curriculum	Manatee County	3	Review Career Education library materials
Oct. 8	PFU	Sarasota County	3	Print outs for VTAE survey
Oct. 8	Curriculum	Sarasota County	1	Discuss articulation problems

Date	Component	Agency	No. People Involved	Activity
Oct. 8	Guidance	Sarasota County	9	Pilot schools - career education
Oct. 8	Guidance	Sarasota County	2	Plan Occupational Specialist Training Program - Teacher Center and USF
Oct. 9	All	Manatee County	38	Work with teachers in middle school
Oct. 9	Guidance	Manatee County	3	Plan occupational Specialist Training Program
Oct. 10	Guidance	U.S.F.	3	Discuss internal evaluation and county evaluation plans
Oct. 10	Curriculum	U.S.F.	3	Discuss the post secondary articulation survey
Oct. 10	Curriculum	Manatee County	1	Printing the Articulator newsletter
Oct. 10	Curriculum	Manatee County	1	Plan curriculum meeting Manatee High
Oct. 10	P. F. U.	Sarasota County	2	Slide-tape presentation for pupil personnel survey
Oct. 11	All	Manatee-Sarasota	10	County Coordinating Committee
Oct. 11	All	Private Schools in service area	2	Explain to the private schools in the service area the services available to them
Oct. 11	Guidance	Manatee County	12	Inservice program for Occupational specialist
Oct. 11	P. F. U.	Sarasota County	3	Dropout - Redefinition
Oct. 14	Curriculum	Manatee County	3	Administrative Meeting - Curriculum Manatee High

Date	Component	Agency	No. People Involved	Activity
Oct. 14	P. F. U.	Manatee County	2	Drop out - Redefinition
Oct. 14	P. F. U.	Sarasota County	1	Drop out - Redefinition
Oct. 14	Curriculum	M. J. C.	1	Articulation survey
Oct. 15	P. F. U. Management	Manatee County	1	Home Economics Program in Career Education
Oct. 15	Guidance - curriculum	Orlando		To attend workshop - Orange County
Oct. 16	P. F. U.	Manatee County	1	Assist in the Planning of Career Night
Oct. 16	Curriculum	Manatee County	1	Articulation Survey
Oct. 16.	All	Advisory Committee		Advisory Committee
Oct. 17	P. F. U. curriculum	Sarasota County	4	Work with teachers - Venice High School
Oct. 18	Curriculum	Manatee County	2	Plan inservice workshop
Oct. 19	Guidance - Management	Manatee County	2	Attend Career Night Program
Oct. 18	P. F. U.	Manatee County	1	Follow-up on Career Night
Oct. 18	P. F. U.	Sarasota County	1	Dropouts data from junior high (72-73)
Oct. 18	Management	N/A	23	Inform teachers about learning (City Center Pinellas County)
Oct. 18	Curriculum	N/A	N/A	Convention (FCTE) Daytona Beach

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Date	Component	Agency	No. People Involved	Activity
Oct. 21	Curriculum	Manatee County	8	Visit Manatee Vocational Technical School (Finish visit of 10-7)
Oct. 21	Guidance Management	U. S. F.	2	Obtain information related to occupational specialist training survey
Oct. 21	Curriculum Management	U. S. F.	3	Articulation survey
Oct. 21	P. F. U.	Sarasota County	2	Dropout report
Oct. 22	All	Sarasota County	N/A	Career Day
Oct. 22	Curriculum	Manatee County	1	County Career Education staff
Oct. 23	P. F. U.	Sarasota County	1	Arrange meeting at Venice High School
Oct. 24	All	Manatee County	3	Plan inservice education program for middle school
Oct. 24	P.F.U. - Curriculum	Sarasota County	2	Tour Sarasota Voc. Tech and meet teachers
Oct. 25	Curriculum	Manatee County	4	Assist in compiling resource guide
Oct. 28	Guidance	Manatee County	11	Inservice training program for occupational specialists
Oct. 29	Guidance	Sarasota County	10	Inservice training program for occupational specialists
Oct. 29	P.F.U. - Curriculum	N/A	N/A	Presentation at supervisors meeting in Orlando
Oct. 30	P. F. U.	Sarasota County	4	Discuss job placement service project

Date	Component	Agency	No. People Involved	Activity
Oct. 31	P. F. U.	Sarasota County	4	Continue to discuss job placement service project
Nov. 1	P.F.U. - Curriculum	Manatee County	2	Continued to plan middle school workshop
Nov. 1	All	N/A	4	Post-secondary Coordinating Committee
Nov. 1	Curriculum	Sarasota County	5	Worked with English teachers - Venice High School
Nov. 1	Curriculum	Sarasota County	2	Review available resources in career education resource center.
Nov. 4	Curriculum	Manatee County	1	Plan with curriculum specialist procedures to become involved with various curriculum committees
Nov. 4	Guidance	Manatee County	10	Inservice training occupational specialists
Nov. 5	All	Manatee County	2	Continue to plan middle school inservice program
Nov. 5	Guidance	Sarasota County	8	Inservice training occupational specialist
Nov. 5	All	Manatee County	5	Plan inservice workshop for human relation committee
Nov. 6	All	N/A	N/A	Visited career education project - St. Petersburg
Nov. 7	All	N/A		Orientation of St. Petersburg staff to the role of the consortium project

Date	Component	Agency	No. People Involved	Activity
Nov. 7	Management	Manatee - Sarasota - Manatee Junior College	11	Update the administration from Sarasota County, Manatee County, Manatee Junior College and the State Director as to progress made to date.
Nov. 8	All	Manatee County	6	Finalize plans for human relations workshop
Nov. 8	P. F. U.	Sarasota County	6	Plan inservice workshop - Sarasota
Nov. 11	P. F. U. - Curriculum	Sarasota County		Inservice for teachers in Sarasota
Nov. 11	Guidance	Manatee County	10	Inservice training occupational specialist
Nov. 11	All	Manatee County	41	Inservice - Human Relations Committee
Nov. 12	Guidance	Sarasota County	6	Met with counselors at Sarasota Junior High School
Nov. 12	Guidance	Sarasota County	7	Inservice training occupational specialists
Nov. 13	All	All	N/A	Attended the Gulf Coast Guidance Association - New College
Nov. 14	P. F. U. Management	All	2	Planned project proposal for Florida VIEW
Nov. 15	P. F. U.	Manatee - Sarasota Counties	2	Assited P.F.U. county personnel on validity procedures and data collecting techniques
Nov. 18	Guidance	Manatee County	10	Inservice training occupational specialists

Date	Component	Agency	No. People Involved	Activity
Nov. 18	P. F. U.	Sarasota County	1	Florida VIEW project proposal
Nov. 18	P. F. U.	Manatee Junior College	1	Florida VIEW project proposal
Nov. 19	Guidance	Sarasota County	6	Inservice training occupational specialist
Nov. 19	Curriculum	Manatee County	3	Discuss Career Education Consortium plans
Nov. 19	P. F. U.	Sarasota County	1	Discuss county follow-up survey
Nov. 20	P. F. U.	Manatee County	1	Florida VIEW
Nov. 21	P. F. U.	Manatee County	1	Purge mailing list
Nov. 21	P. F. U.	Manatee Junior College	3	Follow-up component
Nov. 21	Guidance	Manatee County	N/A	Observe orientation to evaluation middle school faculty
Nov. 21	Curriculum	Manatee County	1	Plan to involvement of subject area supervisors
Nov. 22	Curriculum	Manatee County	3	Plan ways to organize and operate student advisory committee
Nov. 22	P. F. U.	Manatee Junior College	3	Performance follow-up for Manatee and Sarasota County student at MJC
Nov. 25	Guidance	Manatee County	11	Occupational Specialist
Nov. 25	P. F. U.	Manatee County	3	VIEW Materials
Nov. 25	Curriculum	Manatee County	1	Career Education - Secondary Lang. Arts
Nov. 26	Curriculum	Manatee County	1	Discuss Articulation Problems

Date	Component	Agency	No. People Involved	Activity
Nov. 26	Guidance	Sarasota County	6	Occupational Specialist
Nov. 27	Curriculum	Manatee Junior College	1	Discuss Articulation Problems
Dec. 2	Guidance	Manatee County	11	Occupational Specialist
Dec. 3	Curriculum	Sarasota County	4	Tour Vocational Technical School and discuss articulation problems
Dec. 3	P. F. U.	Sarasota County	3	Establishment of a New Directions Program at Venice High School
Dec. 4	Guidance	N/A	N/A	Two day conference in Orlando
Dec. 4	Curriculum/ P. F. U.	Manatee County	13	Curriculum Committee Manatee High School
Dec. 5	P. F. U.	Sarasota County	2	Organization Meeting for AVA Program
Dec. 5	P. F. U.	Sarasota County	1	New Directions Program Venice High School
Dec. 6	All	Manatee and Sarasota County	13	County Coordinating Committee Meeting
Dec. 8-11	P. F. U.	N/A	N/A	Presentation of Florida PFU Model A.V.A. - New Orleans and S.A.C.S. - Dallas
Dec. 9	Curriculum	Sarasota County	1	Discuss articulation problems
Dec. 9	Guidance	Manatee County	10	Occupational Specialist
Dec. 10	Guidance	Sarasota County	6	Occupational Specialist
Dec. 12	Curriculum	N/A	4	Visited Orange County Career Education Project

Date	Component	Agency	No. People Involved	Activity
Dec. 13	All	All	8	Post Secondary Coordinating Committee Meeting
Dec. 16	P. F. U.	University of South Florida	1	Placement and Follow-up Plans at University of South Florida
Dec. 16	Guidance	Manatee and Sarsota County	7	Career Education Guidance Coordinating Council
Dec. 16	Curriculum	Sarasota County	3	Worked with staff at Vocational Technical School
Dec. 17	P. F. U.	Sarasota County	N/A	Presentation to Division of Youth Services
Dec. 18	Curriculum	Sarasota County	2	Plan for Workshop
Dec. 18	All	All	16	Advisory Committee Meeting
Dec. 19	P. F. U.	N/A	N/A	Florida VIEW Project - Proposal Development
			706	

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Qr I - 397
Qr II 706
Qr III 1,503
Qr IV 1,539

Date 1975	Component	Agency	No. People Involved	Activity
Jan. 3	Management	U.S.F.	3	Plan U.S.F. Involvement
Jan. 7	Management	Sarasota	2	Plan workshop for teachers
Jan. 7	Curriculum	Sarasota	35	Workshop for teachers
Jan. 7	All	Sarasota & Manatee	2	Plan cooperation with F.L.R.S.
Jan. 8	Curriculum	Sarasota	4	Printing articulator
Jan. 8	PFU	Sarasota	1	Data collection for Florida View
Jan. 9	PFU	Manatee	2	Collect data for Florida View
Jan. 9	Curriculum	Sarasota	6	Plan involvement with F.L.R.S.
Jan. 9	Management	All	2	Meet 3 party evaluator - Tallahassee
Jan. 9	Guidance	Manatee	12	Develop O/S Budget
Jan. 10	Curriculum	Manatee	2	Plan organization for 20 elementary schools
Jan. 11	All	Manatee	40	County workshop
Jan. 13	PFU	Sarasota	1	Scoring procedures for follow-up survey
Jan. 14	PFU	N/A	2	Florida View Data collection system
Jan. 14	Management	U.S.F.	3	Plan appointment of USF task force
Jan. 14	Curriculum	Manatee	4	Introductory meeting - Math Dept.

Date	Component	Agency	No. people Involved	Activity
Jan. 15	PFU - Guidance	N/A	4	Florida View Data collection system
Jan. 15	Guidance	Sarasota	1	Plan Student Advisory Committee
Jan. 16	Guidance/Mgt.	Manatee	1	O/S training module No. 2
Jan. 16	PFU	N/A	4	Florida View Data collection system
Jan. 17	Curriculum	Sarasota	4	Visit resource center
Jan. 20	PFU	N/A	1	Florida View Data collection system
Jan. 20	Curriculum	Sarasota	6	Plan career line logo
Jan. 20	Guidance	Manatee	11	Begin 2nd codule of O/S training
Jan. 21	PFU	N/A	1	Florida View data collection system
Jan. 21	Guidance & Curriculum	M.J.C.	3	Information interview - Law enforcement
Jan. 21	Guidance	M.J.C.	7	Meet with student personnel and Administration staff
Jan. 22	Curriculum	All	N/A	Work at County Fair
Jan. 22	Curriculum	Manatee	4	Plan for contingency budget cut
Jan. 23	All	Sarasota	1	Plan with Chamber of Commerce - Career Line
Jan. 23	All	Sarasota	1	Introductory meeting with Venice High School Principal
Jan. 23	PFU	N/A	10	Florida View data collection system
Jan. 23	All	Sarasota/U.S.F.	4	Discuss teacher center and U.S.F. Inservice

Date	Component	Agency	No. People Involved	Activity
Jan. 24	All	Sarasota & Manatee	13	County Coordinating Committee
Jan. 24	PFU	Manatee	1	Florida View Data collection system
Jan. 24	Guidance	Manatee	1	Arrange Counselor - O/S meeting
Jan. 27	Guidance	Manatee	14	Materials meetings for O/S
Jan. 27-Jan. 30	All	N/A	300	Conference in Dallas, Texas
Jan. 28	Guidance	Manatee	2	Setting up career information center in middle school
Jan. 30	Management	U.S.F.	3	Update for task force members - USF
Feb. 3	Management	All	10	Second quarter report presented - Tallahassee
Feb. 3	Guidance	Manatee & M.J.C.	14	Occupational information O/S
Feb. 4	Curriculum	Sarasota	3	New directions program Voc/Tech.
Feb. 4	Guidance	M.J.C.	7	Student Personnel meeting
Feb. 4	PFU	Sarasota	2	Florida View Data collection system
Feb. 4	Management	Sarasota & Manatee	3	Work with F.L.R.S. staff
Feb. 5	All	U.S.F.	35	State workshop at U.S.F.
Feb. 6	PFU	Sarasota	3	Discuss School Based Placement Model
Feb. 6	Management	Sarasota	2	Assist in planning next years local project
Feb. 6	Curriculum	All	3	Proposed Career Line activities

Date	Component	Agency	No. Ppl Involved	Activity
Feb. 7	Guidance	M.J.C.	1	Plan Federal Project Proposal
Feb. 10	Management	New College	1	Plan Federal Project Proposal
Feb. 10	Guidance	Manatee	13	Orientation for Occupational Specialists
Feb. 11	Curriculum	M.J.C.	5	Career Ed. Activities - Math Dept.
Feb. 11	Curriculum & Guidance	Manatee & Sarasota	20	Vocational Program for disadvantaged
Feb. 11	Management	U.S.F.	6	Establishment of College Task Force
Feb. 12	Management	Manatee	4	Overview county project
Feb. 12	Management	Sarasota	2	Overview county project
Feb. 12	Curriculum	Manatee	4	Final preparations for elementary workshop
Feb. 12	Guidance	Sarasota	5	Present second O/S Module
Feb. 14	Management	U.S.F.	4	USF College Task force meeting
Feb. 14	Curriculum	M.J.C.	1	Career Ed. - Music Department
Feb. 14	PFU	Sarasota	2	Develop strategy for Federal proposal
Feb. 17	All	Manatee & Sarasota	13	County Coordinating Committee
Feb. 17	All	Manatee	50	O/S Workshop - Miller Elementary
Feb. 17	PFU	N/A	1	Florida View Data Collection System
Feb. 17	Curriculum	M.J.C.	1	Discuss Federal Proposal
Feb. 18	Curriculum & Guidance	Manatee	2	Plan Career Week - Middle school

Date	Component	Agency	No. People Involved	Activity
Feb. 18	PFU	N/A	1	Florida View Data collection system
Feb. 18	Curriculum	Manatee	13	County staff infusing career ed.
Feb. 18	Curriculum	M.J.C.	1	Federal Proposal - input
Feb. 18	Curriculum	Manatee	18	Consultant Elementary workshop
Feb. 19	PFU	Manatee	2	Develop optical scand coating procedure
Feb. 19	Curriculum	M.J.C.	1	Federal Proposal - input
Feb. 19	Curriculum	U.S.F.	17	Class presentation - U.S.F.
Feb. 19	Curriculum	Manatee	1	Career Week Project - Planning
Feb. 19	Curriculum	M.J.C.	2	Career Ed. - Math Department
Feb. 19	Curriculum	M.J.C.	1	Project Future Unlimited
Feb. 19	Curriculum	M.J.C.	1	Data collection for Federal Project
Feb. 20	Curriculum	U.S.F.	13	Class Presentation
Feb. 20	PFU	N/A	2	Florida View Data Collection System
Feb. 21	Guidance	Manatee	7	Additional Planning for Career Week
Feb. 21	Guidance	M.J.C.	7	Student Personnel Meeting
Feb. 24	All	All	200	O/S Conference - Tampa, Fl.
Feb. 25	All	Sarasota	8	Orientate Ellen Lyles to Local Project
Feb. 25	All	Manatee	4	" " " " "
Feb. 26	PFU	N/A	2	Florida View Data Collection system

Date	Component	Agency	No. People Involved	Activity
Feb. 26	All	Manatee	6	Show Miss Lyles Suggs Display
Feb. 26	Management	U.S.F.	9	USF Task force meeting with Ms. Lyles
Feb. 26	Curriculum	Manatee	2	Career Line - Chamber of Commerce meeting
Feb. 26	PFU	N/A	3	Florida View Data collection system
Feb. 27	Curriculum	Sarasota	1	Longboat Key - Chamber of Commerce - Career Line
Feb. 27	Management	Sarasota	3	Update county staff on future plans
Feb. 27	Management	Manatee	4	" " " " " "
Feb. 27	PFU	N/A	4	Florida View Data Collection system
Feb. 27	Guidance	Manatee	5	Field test "Job-O"
Feb. 27	PFU	N/A	3	Florida View Data Collection System
Feb. 27	Curriculum	Manatee	2	Assisted elimination of local problem
Feb. 28	Curriculum	Sarasota	1	PDK Newsletter
Feb. 28	Guidance	Sarasota	1	Initial Contact with New Director Student Personnel
Feb. 28	PFU	Sarasota	1	Assisted with statistical problem
Mar. 3	Guidance	Manatee	10	Self-assessment testing O/S Training Program
Mar. 3	Guidance	M.J.C.	1	Orientation session for Community Service Director to career education concepts.
Mar 3	PFU	Sarasota	3	Federal Proposal Outlines

Date	Component	Agency	No. People Involved	Activity
Mar. 3	Management	Manatee	3	Discuss local plans for 75-76
Mar. 3	Management	Sarasota	2	" " " " "
Mar. 4	Curriculum & Guidance	M.J.C.	65	Co-op Class presentation
Mar. 4	PFU	Manatee	1	Review optical scan score sheet
Mar. 4	Guidance	M.J.C.	1	Update on task force activities and description of career ed. activities at M.J.C.
Mar. 4	Guidance & Curriculum	Manatee	1	Update of activities for executive committee member
Mar. 4	Guidance	All	6	Guidance Coordinating Council
Mar. 5	Curriculum	M.J.C.	1	Co-op classes and their involvement in career education
Mar. 5	PFU	Sarasota	1	Review VTAE Report
Mar. 5	Management	U.S.F.	6	U.S.F. Task Force meeting
Mar. 5	Guidance	M.J.C.	1	Assist in planning a Career Day
Mar. 6	Curriculum	Manatee	3	Obtain materials and information
Mar. 6	PFU	M.J.C.	2	Develop VIEW scripts for M.J.C.
Mar. 7	PFU	Sarasota	2	Discuss Federal Proposal
Mar. 7	Curriculum	Sarasota	1	Obtain materials and information
Mar. 7	All	Manatee & Sarasota	13	County Coordinating Committee

Date	Component	Agency	No. People Involved	Activity
Mar. 11	PFU	Sarasota	1	Collect data for Florida VIEW
Mar. 11	PFU	M.J.C.	1	" " " " "
Mar. 12	Management	U.S.F.	6	USF Task Force meeting
Mar. 12	PFU	Sarasota	1	Collect data for Health Occupational Program
Mar. 12	PFU	Sarasota	1	Collect data for Florida VIEW
Mar. 13	PFU	Sarasota	6	Collect data for Florida VIEW
Mar. 13	PFU	N/A	1	" " " " "
Mar. 13	PFU	N/A	2	" " " " "
Mar. 14	PFU	N/A	1	" " " " "
Mar. 17	PFU	M.J.C.	2	Clear a date for PFU workshop
Mar. 17	PFU	M.J.C.	1	Analyze Workshop Follow-up data
Mar. 17	Curriculum	Manatee	4	Assist in planning Career Week
Mar. 17	Management	Manatee	2	Planning for May 2-3 workshop
Mar. 17	Curriculum	Sarasota	2	Deliver information and materials
Mar. 17	Curriculum	Manatee	3	Plann Career Week
Mar. 17	Guidance	Manatee	10	O/S In-service
Mar. 18	Management	Manatee	3	Orientation of Third Party Evaluator
Mar. 18	Management	Sarasota	6	" " " " "
Mar. 18	Curriculum	Manatee	1	Career Week Planning

Date	Component	Agency	No. People Involved	Activity
Mar. 18	PFU/Curriculum	All	200	National Forum - Ohio State
Mar. 24	Curriculum	Sarasota	2	Newsletter
Mar. 24	Curriculum	Sarasota	3	Return A.V. materials
Mar. 25	Curriculum	M.J.C.	1	Follow-up Survey - Music Dept.
Mar. 26	Management	All	18	Plan for next years project -- Federal Proposal
Mar. 28	All	M.J.C.	1	Career Ed. - Math Department
Mar. 28	All	M.J.C.	11	M.J.C. Task Force meeting
Mar. 31	Curriculum & Guidance	M.J.C.	9	M.J.C. Task Force work session

1975 Date	Component	Agency	No. People Involved	Activity
4/1	Curriculum	Sarasota	3	Articulator Evaluation
4/2	P.F.U.	M.J.C.	16	Plan PFU Workshop
4/2	All	New College	7	Career Education Proposal
4/3	Curriculum	M.J.C.	4	Career Education Proposal
4/3	P.F.U.	All	50	NAIEC Conference
4/9	Curriculum/ Guidance	Manatee	2	Career Education Proposal
4/9	Guidance	Sarasota	12	Occupational Specialist Self Assessment
4/9	P.F.U.	Sarasota	25	Secondary Counselors
4/9	Management	U.S.F.	6	Task Force Meeting
4/11	All	U.S.F.	35	Orientation, College of Education
4/15-17	Guidance	N/A	34	LCDS Workshop
4/15	P.F.U.	M.J.C.	10	Placement and Follow-up Workshop
4/16	Curriculum	Manatee	4	Articulator Evaluation
4/18	Guidance	U.S.F.	4	Career Education Proposal
4/17-18	P.F.U.	Sarasota	6	Visitor from N.C. State Department of Education to review Placement and Follow-up Operation
4/20-21	P.F.U.	Sarasota	9	Evaluate School Based Job Placement Material

1975 Date	Component	Agency	No. People Involved	Activity
4/23	Curriculum	Manatee	3	Meeting to discuss Articulation Concerns
4/23	Guidance	Manatee	3	Discussion of middle school Career Week
4/24	All	M.J.C.	1	Plan faculty meeting with Department of Business
4/25	Guidance	Manatee	2	Planning May 2-3 workshop
4/25	Curriculum	All	1	Press release
4/25	Curriculum	All	4	" "
4/29	Curriculum	Manatee	7	Discuss May 2-3 Workshop
4/30	Guidance	Sarasota	1	Guidance Council
4/30	Curriculum	M.J.C.	35	Music Survey
4/30	Management	U.S.F.	6	Task Force Meeting
5/1	P.F.U.	Sarasota	2	Review validation procedures
5/1	Curriculum	New College	10	Plan arrangements for May 2-3 Workshop
5/2-3	All	All	200	Career Education Workshop
5/5	Guidance	Manatee	10	O/S Training Session
5/8	All	N/A	120	Staff presentation at State Career Education Conference
5/10	PFU/Management	N/A	105	District F.V.A. Meeting
5/12	Guidance	Manatee	10	Occupational Specialist Training

1975 Date	Component	Agency	No. People Involved	Activity
5/12	Curriculum	Sarasota	3	Articulator Evaluation
5/13	Management	N/A	6	Pinellas Voc/Tech. School Staff Development Task Force
5/13	Guidance/ Curriculum	Manatee	1	Continue planning for Middle School Career Week
5/13	Guidance	M.J.C.	8	Student Personnel Staff Meeting
5/13	Guidance/ Curriculum	M.J.C.	5	Career Ed. Task Force Meeting
5/14	All	N/A	150	Gulf Coast Personnel and Guidance Workshop
5/14	All	Manatee	17	Faculty meeting at Middle School - Presentations made
5/15	Curriculum	Manatee	2	Plan Middle School Workshops - County
5/16	All	All	14	Discuss Third Party Evaluation and Bi-County Coordinating Meeting
5/19	Curriculum	Manatee	3	Planning for Workshops - Elementary & Middle School
5/19	P.F.U.	Sarasota	10	Review School-Based Job Placement Program
5/20	Guidance	Manatee	10	O/S Training
5/20	Guidance	M.J.C.	6	M.J.C. Task Force Meeting
5/21	Guidance	All	1	Plan Guidance Workshop
5/21	Curriculum	M.J.C.	1	Music - Career opportunities

1975 Date	Component	Agency	No. People Involved	Activity
5/21	Curriculum	Manatee	3	Plan Middle School Workshop
5/21	All	All	18	Advisory Council Meeting
5/22	Guidance	Sarasota/ Manatee	1	FLRS Meeting to plan Exceptional Education Involvement in Career Education
5/22	Curriculum	Manatee	3	To plan Elementary Workshop
5/22	Curriculum/ Guidance	M.J.C.	8	M.J.C. Task Force Meeting
5/22	Curriculum	Sarasota	N/A	To attend play on Career Education
5/23	Guidance	U.S.F.	2	Plan Guidance Workshop and O/S Survey Report
5/23	Guidance	M.J.C.	8	Career Education Task Force Meeting
5/26-30	Management	All	N/A	Basic Youth Conference
5/27	Guidance/ Management	Manatee	2	Receive County Approval for Guidance Workshop
5/27	Guidance/ Management	Sarasota	2	" " " " " "
5/27	Curriculum	M.J.C.	2	Career Line Information
6/2-3	All	All	10	Site visit by USOE Official and visitor from N.C.
6/5	Curriculum	All	4	Plan for August Principals Workshop
6/6	Management	U.S.F.	4	Task Force Meeting
6/6	Guidance/ Curriculum	M.J.C.	1	Discuss Career Education with Public Relation Officer

1975 Date	Component	Agency	No. People Involved	Activity
6/6	Guidance/ Management	All	4	Plan Geronotology Workshop
6/6	Curriculum/ Guidance	M.J.C.	8	Task Force Meeting
6/6	P.F.U.	N/A	2	Collect Florida VIEW Information
6/9	Guidance	Sarasota	9	Private School Orientation to Career Education
6/9	P.F.U.	All	3	Plan for Veterans Employability Skills Program
6/9	Curriculum	Manatee	4	Detail Plans for Elementary School Workshop
6/10	Guidance/ Management	All	35	Gerontology Workshop
6/10	Curriculum	Manatee	8	Visit Middle Schools to check facilities for workshop
6/12	P.F.U.	All	50	Discuss Univeristy Follow-up Program and Plans
6/12	Guidance	Manatee	11	Complete O/S Training Program for the year
6/14	All	All	117	Guidance Workshop
6/18-20	Guidance	N/A	24	IRIS Workshop, Montgomery, Alabama
6/18	Management/ P.F.U.	Manatee	30	Bradenton Middle School Workshop
6/18	P.F.U.	Manatee	30	Sugg Middle School Workshop
6/20	P.F.U.	All	12	National Alliance of Business Workshop Planning Session

1975 Date	Component	Agency	No. People Involved	Activity
6/23	P.F.U.	Manatee	30	Harllee Middle School Workshop
6/23-24	All	All	50	Acceleration Workshop
6/25	P.F.U.	U.S.F.	25	Principals Workshop at U.S.F.
6/25	Curriculum	Manatee	4	Career Line Production
6/26	Guidance/ Management	Sarasota/ Manatee	8	Plan Product Evaluation FY 75-76
6/28	Guidance	M.J.C.	1	Planning for Gerontology Workshop
6/28	P.F.U.	Sarasota	7	F.L.R.C. Follow-up Survey
6/29	P.F.U.	M.J.C.	2	Revise M.J.C. Follow-up Survey
6/29	Curriculum	M.J.C.	1	Secure information about Aircraft Mechanics Survey
6/29	Guidance	M.J.C.	8	Task Force Meeting
6/30	Curriculum	Manatee/ Sarasota	4	Plan Secondary Workshops at county level

EVENT	DATE	LOCATION	CEC ROLE	PURPOSE	IDENTIFICATION	LEVEL	NUMBER	COMPONENT
Manatee Workshop for all middle school science teachers	6/16-20/75	Sugg Middle School Bradenton, Fla.	Workshop Coordinator	Infuse C.E. into curriculum	County's middle school teachers	M. S.		Curriculum
Manatee Workshop for middle school team teachers	6/16-20/75	Dradenton M. S.	Workshop Coordinator	Infuse C.E. into curriculum	Bradenton Middle team teachers	M. S.		Curriculum
Manatee Workshop for middle school language arts teachers	6/16-20/75	Sugg Middle School	Workshop Coordinator	Infuse E.E. into curriculum	County's middle school language arts teachers	M. S.		Curriculum
Manatee Workshop for middle school math. teachers	6/16-20/75	Sugg Middle School	Workshop Coordinator	Infuse C.E. into curriculum	County's middle school math. teachers	M. S.		Curriculum
Southern Assoc. of Colleges and Schools	8/5-8/75	Atlanta, Ga.	Participant Trainee	Staff Development Training for Accreditation	Other colleges and universities	P. S.	75	Curriculum
Florida Vocational Assoc. Workshop	8/6/75	Orlando, FL	Participant	Staff Development	Vocational Educators	K-U	2000	Guidance
Florida Vocational Assoc. Workshop	8/8/75	Orlando, FL	Presenter	Orientation to the role of the CEC	Vocational Educators	K-U	100	PFU
Career Ed. Workshop with Private School	9/18/75	Incarnation Sch.Sarasota	Sponsor	Orientation of CE and role of CEC	Principles and Teachers	6-8	3	All
Secondary Principals Workshop	10/10-11/75	USF (New College) Sarasota	Sponsor	To explore role of principal as leader and change agent--to identify resources usefully in H. S.	Secondary Principals, Administrators, Dist. C.E. Staff	6-12	40	All
S. Fl. Ed. Planning Council Committee on C. E.	10/14/75	Voc/Tech. Ft.Myers	Participant	Update on district programs	Dist. C.E. Directors and Staff	K-12	20	PFU, Man.

EVENT	DATE	LOCATION	CEC ROLE	PURPOSE	IDENTIFICATION	LEVEL	NUMBER	COMPONENT
Economic Ed. Task Force Meeting	11/5/75	USF	Participant	Develop unit on Economic Ed. via summer workshop	Members of USF Task Force and Rep. from the 12 county area served by USF	Sec. K-U		Curriculum
Career Education workshop	11/5/75 12/6/75	Arcadia, Florida	Consultant	Orientation to Career Education	Admin. & Faculty	K-12	65	Curriculum
FLRS - Career Ed. Workshop for teachers of Exceptional Students	11/11/75	MJC	Co-sponsor Consultant	Orientation to CE, Identification of materials and strategies being used in two districts	District Supervisors, Teachers Manatee & Sarasota	K-12	105	All
Region IV Placement and Follow-up Workshop	11/13/75	USF -- New College	Sponsor	To learn about validation techniques useful in followup	Region IV PFU Director	Sec. K-U		Curriculum
Life Career Development	11/17-19/75	Sarasota H.S.	Sponsor	Train Facilitators of LCDS	Secondary Teachers, Counselors, O.S.'s	9-12	27	Guidance
Florida Personnel and Guidance Workshop	11/20-23/75	Tampa	Participants	Updating regarding profession in Florida	Members of FPGA	K-U	1000	Guidance
FPGA	11/21/75	Tampa	Presenter	Orientation to role of career education	Florida personnal & Guidance Assoc.		30	PFU
Class Presentation	12/2/75	USF	Presenter	Role of Guidance in C. E.	Students in Teacher Education		25	Guidance
Class Presentation	12/3/75	USF	Presenter	Orientation to C. E.	Students in Teacher Education		16	Guidance
Region IV C.E. Part D Vocational Exemplary Projects Meeting	12/1-2/75	USF (New College)	Participant Co-sponsor	Communication	Project Staff from Southeastern region		30	All

EVENT	DATE	LOCATION	CEC ROLE	PURPOSE	IDENTIFICATION	LEVEL	NUMBER	COMPONENT
C. E. Workshop for members of Guidance Team	12/4/75	MJC	Co-sponsor	Orientation to the Tech. Ed. programs of MJC	Counselors, OS's	9-12	40	All
AVA Pre-session Research Training Program	12/3-5/75	AVA Conv. Anaheim,CA	Participant	Staff Development	Researchers from Univ. & Colleges	P-S	19	PFU
AVA Annual Convention	12/5/75	AVA Conv. Anaheim,CA	Presenter	Presentation of PFU Strategies	Guidance Divsion Members of AVA	K-U	150	PFU
Conference on Resources for Remediation	12/16/75	Manatee Voc/Tech	Sponsor	Explore Resources that are available	MJC Faculty	P.S.	12	Guidance Curriculum
Cognitive Style Workshop	1/4-5/76	MJC	Sponsor	Explore cognitive style with MJC	All MJC Faculty	P.S.	150	Guidance
C.E. Committee of S. Florida Education Planning Committee	1/13/76	MJC	Sponsor	Information on involvement of USF in C.E.	District CE Dir. USF Col. of Ed. faculty	K-U	35	All
Private School Workshop	1/23/76	St.Joseph	Sponsor	Orientation to C.E.	Admin & Teachers	K-12	24	All
Economic Ed. Task Force Meeting	1/26/76	USF	Participant	(See 11/5/75)	(See 11/5/75)	Sec. K-U		Curriculum
National Forum on C. E.	2/9-10/76	Washington, D. C.	Participant	Staff-development to learn about CE Sec. & Post-Sec. level	Project staff member from U.S.	K-U	530	Curriculum
Economic Ed. Task Force Meeting	2/18/76	USF	Participant	(See 11/5/75)	(See 11/5/75)	Sec-U		Curriculum
LCDS Workshop	2/18-20/76	MJC	Sponsor	Training facilitators for LCDS	Secondary teachers and counselors	9-12	27	Guidance
Manatee County C.E. Social Studies	2/26/76	Manatee H.S.	Presenter	Career Orientation	Social Studies class	9th grade	600	All
FACC	3/1/76	MJC	Participant	Regular Meeting	MJC's FACC Members	Jr.Col.		Curriculum

EVENT	DATE	LOCATION	CEC ROLE	PURPOSE	IDENTIFICATION	LEVEL	NUMBER	COMPONENT
MJC Open House for areas student personnell workers	3/2/76	MJC	Participant	Orientation to services offered by MJC's student personnel office	Area and MJC student personnel workers	K-Jr.Col.		Curriculum
Class Presentation	3/4/76	MJC	Presenter	Career orientation	Coop. class	P.S.	40	Guidance
Class Presentation	3/4/76	USF	Presenter	Career Ed. & its relevance to Voc.Ed.	Evaluation Training workshop	P.S.	14	Man.
Cognitive Style Workshop	3/4-5/76	MJC	Sponsor	Orientation to Cognitive Style	Faculty MJC Reps. from other comm. colleges	P.S.	100	All
Assoc. for Supervision and Curriculum Development	3/14-18/76	Miami Bch. Florida	Participant	Staff Development	Members of ASCD	K-U	3000	Curriculum
Private School C.E. Workshop		MJC	Participant	Orientation to Concept and Strategies	Faculty-St.Joseph's School	K-12	15	Guidance Curriculum
Private School Workshop	3/15/76	St. Stephens School	Participant	Orientation to C.E.	Admin. & teachers	K-12	16	Guidance Curriculum
Association for Supervision and Curriculum Development	3/15-18/76	Miami	Participant	Inservice Conference	National Meeting		N/A	Curriculum
Seventh Annual Research Coordination Conference	3/21-23/76	Orlando, Florida	Participant	Inservice Conference	National Meeting		N/A	Manatee
Econ. Education Task Force	3/24/76	USF	Participant	(See 11/5/75)	(See 11/5/75)	Sec-U		Curriculum
FACC Regional Meeting	4/3/76	New College	Participant	Annual Regional Meeting	Regional FACC Members	Jr-Comm College		Curriculum
FACC Meeting	4/6/76	MJC	Presenter	Reports of the Regional Meeting	MJC's FACC Members	Jr. Coll.		Curriculum

EVENT	DATE	LOCATION	CEC ROLE	PURPOSE	IDENTIFICATION	LEVEL	NUMBER	COMPONENT
South Florida Planning Council	4/6/76	MJC	Sponsor	Update on-district programs	Area CE Dir. and staff		20	All
Co-op School Program	4/7/76	USF	Presenter	Inservice program for Voc-Rehab. Counselors from throughout state	Workshop at USF		35	Man.
Minority Day Program	4/8/76	USF	Presenter	Explain career options to minority students	High school seniors		70	Guidance
State-wide Nursing Conference SDOE sponsors	4/9/76	Miami	Presentation	Career Decision Making	Nursing Educators		200	Guidance
Econ. Education Task Force	4/26/76	USF	Participant	(See 11/5/75)	(See 11/5/75)	Sec-U		Curriculum
Family Financial Planning Workshop	4/26/76 5/19/76	USF	Participant	To assist with family financial planning	Participants from USF service area		35	Curriculum
Occupational Specialist Training Program	5/7/76	MJC	Sponsor	Public Relations Program	All OS's from Manatee and Sarasota counties		25	Guidence
State Directors Career Education Conference	5/10-12/76	Tampa	Presenter	Inservice for Florida's Career Educators	All state & local C.E. staffs		125	All
FVA Drive in Conference	5/14/76	Sarasota	Participant	Annual Drive In Conf.	Regional FVA Members	K-U		Mang. PFU
Econ. Education Task Force	5/18/76	USF	Participant	(See 11/5/75)	(See 11/5/75)			Curriculum
Assessment Workshop	5/18/76	USF	Sponsor	Articulation of test data	Student Personnel-- MJC, HCC & USF staff		20	Guidance
Business Ed. Workshop	5/18/76	MJC	Sponsor	Articulation between programs	B.E. Teachers from Sarasota, MJC & USF		25	Guidance Curriculum
V-TEX Workshop	5/18/76	MJC	Participant	To understand Fl. V-Tecs program	Region Voc. staff		75	N/A

EVENT	DATE	LOCATION	CEC ROLE	PURPOSE	IDENTIFICATION	LEVEL	NUMBER	COMPONENT
Foreign Language Workshop	5/21-22/76	MJC	Sponsor	Articulation	Foreign Lang. teachers from private and public schools, MJC, USF, USF of New College		70	All
Florida Association of Community Colleges	5/27-28/76	Orlando	Presenters	Career Ed. Program	State Workshop			All
Adkins Life Skills Development Workshop	5/25/76	MJC	Sponsor	Orientation to Program	Voc.Rehab., CETA, Post-Sec.Counselors		25	Guidance
FACC Meeting	5/27/76	MJC	Participant	Meet the Area's Legislators	MJC's FACC	Jr.Col.		Curriculum
Part-Time Vocational-Technical Teachers Workshop	6/5/76 6/12/76 6/19/76	MJC	Sponsor	Articulation and teaching skills development	Part-time Teachers, Adult and Voc/tech. teachers from MCSD, SCSD & MJC		68	All
State Placement and Follow-up Workshop	6/7-9/76	Orlando	Presenter	Inservice program	Voc. PFU Directors		70	PFU
FACC Meeting	6/7/76	MJC	Participant	Regualr FACC Meeting	MJC's FACC Members	Jr.Col.		Curriculum
Co-op Coordinators Workshop	6/14-16/76	Sarasota Voc/Tech.	Sponsor	Articulation	Co-op teachers from MJC, Manatee and Sarasota counties		25	All
CETA Brainstorming Session	6/14/76	MJC	Sponsor	Articulation	CETA Steering Committee		10	All
Automotive V-TEX Workshop	6/16-30/76	Polk Voc/Tech.	Presenter	Inservice Teacher Ed.	Auto Mech's from state		65	N/A
Pinellas County Workshop	6/21-25/76	St. Pete	Participant	Inservice Career Ed program	Career Ed teachers from throughout state		60	Curriculum Guidance
Career Education Workshop	6/9-10-11/76	Sarasota	Participant	Inservice Career Ed program	Sarasota teachers wanting Yellow Brick Road, Project Grow and Career Information Material		20	Guidance Curriculum

EVENT	DATE	LOCATION	CEC ROLE	PURPOSE	IDENTIFICATION	LEVEL	NUMBER	COMPONENT
Career Development and Placement Conference for Community Colleges	7/22-23/76	Orlando	Presenter	Career Ed. Model for Community College	State Workshop	P.S.	65	Guidance PFU
IVA	8/10-13/76	Orlando	Participant Presentation	Review Fla. Status and Updating	Vocational Educators	8-U	65	Mang. PFU Guidance
Testing Seminar for Secondary Schools	8/26/76	MJC	Co-Sponsor	Articulation of Testing Programs	Secondary and Post Secondary	Secondary Post-Sec.	35	Guidance
PFU Advisory Comm.	9/2/76	Tallahassee	Participant	Direction of PFU in State 76-77	State W/S			PFU
Meetings of MJC Task Force	9/16,10/22 11/19,1/21/76	MJC	Participants	Planning, Reporting Brainstorming	Faculty Members	Jr.Col.	20	All
Presentation to Rotary	9/17/76	Bradenton	Presenter	Orientation to Career Education	Community	K-U	25	Curriculum Co-op
Presentations to Elimentary Guidance Council	9/20/76	MJC	Presenter	Introduction and share curriculum materials	Teachers and Counselors	K-5	10	Curriculum Guidance
Pathways to BS Degrees for Nurses	9/24/76	MJC	Sponsor	Career Guidance for Employed Nurses	Health Occ.	P.S.	80	Guidance
FLRS Meeting	9/30/76	Sarasota	Participant	Plan to adapt VIEW for special needs students	Handicapped and Disadvantaged	K-U	8	PFU
Meetings of Industrial Educators	9/15,10/1 10/4,12/16 1/14/76	SSD/MJC	Facilitator	Plan workshop sessions on Articulation	Industrial Educators	7-14		Curriculum Man.
Council of Academic Advisers--USF	10/1/76	Tampa	Presenter	Services of CEC	USF Task Force	Univ.	15	All
PFU Articulation Comm.	10/4/76	MJC	Participant	Coordinate activities for the year		K-P.S.	4	PFU

EVENT	DATE	LOCATION	CEC ROLE	PURPOSE	IDENTIFICATION	LEVEL	NUMBER	COMPONENT
Free Enterprise '76	10/8/76	Sarasota	Participant	Intro. local base to students	Sarasota's High School Students	Secondary		Curriculum
South Florida Planning Council	10/12/76	MJC	Participant	Prepare for legislative session				
Business Educators	10/12/76	MJC	Facilitator	Articulation	Business Educators	7-U	10	Curriculum
Community College Advisory Committee	10/13/76	Tallahassee	Participant	Discussed new reporting system and sampling				
Career Night Manatee County	10/14/76	Bradenton	Participant	Presenting of careers and college choices	Upper level students and adults	8-Adult		PFU Guidance
Presentation to Manatee School District OS's	10/18/76	MJC	Presenter	Introduction and share curriculum materials	Occupational specialist	7-12	10	Curriculum
Meeting with girls' club staff	10/20/76	MJC	Presenter	Articulation and orientation	Community	K-12	5	All
APL Orientation Workshop for Adult Educators	10/21/76	MJC	Sponsor Presenter	APL Orientation	Adult Educators MSD, SSD, MJC	Adult	35	Guidance
Public Relations Workshop	10/22/76	Tampa	Participant	State Dept. and FPGA Workshop	Guidance	Secondary Post-Sec.	150	Guidance
Gulf Coast Pers/Guid. Association	10/26/76	Sarasota	Participant	Assoc. Meeting	Guidance	All	100	All
PFU Advisory Committee	11/5/76	Tallahassee	Participant	Plan Spring Conference				
Commissioners Nat'l Conf. for Career Ed.	11/8-10/76	Houston	Presenter Participant	National Conference	All Career Ed.	All	8,000	Guidance
Elementary Yellow Brick Road	11/11/76	MJC	Facilitator	Yellow Brick Road consulting	Curriculum and guidance	K-5	37	Guidance

EVENT	DATE	LOCATION	CEC ROLE	PURPOSE	IDENTIFICATION	LEVEL	NUMBER	COMPONENT
O/S P-R Communication Workshop	11/12/76	MJC	Facilitator	P-R Training and Communication	Guidance	Voc.Tech	20	Guidance
Mid Life Career Conference	11/12-13/76	Sarasota	Presenter	New College Workshop on Mid Life Career Changes	Mid Life participants	Adult	85	Man.
USF Teacher Education Task Forces	11/16/76	Tampa	Participant	Plan College of Ed. involvement	Task Force	U	4	Man.
Career Guidance Workshop for Career Specialist Girls Club	11/17/76	MJC	Presenter	Train Girls Club Career Specialist	Manatee Community	N/A	3	Guidance
Florida Pers/Guidance Workshop	11/18-20/76	Orlando	Participant	State Workshop	Asso. Members	All	2,000	Guidance
FPGA	11/18-19-20/76	Orlando	Presenter and participant	Presenting parents manual	Guidance teams	K-U		Guidance
National Conf. on Women's Programs	11/18-20/76	Orlando	Participant	National workshop		All	65	Guidance
Community College RFU Meeting	11/19/76	Orlando	Presentation	Community College Performance Followup				
FPGA Meeting	11/10/76	Orlando	Presentation	Update on consortium				
Luncheon	11/23/76	Venice	Organizer	Start planning for Venice campus of MJC				
AVA Pre-Convention Workshop	12/1-3/76	Houston	Participant	Training session on proposal development				
Visitors from South Carolina	12/2-3/76	Sarasota Manatee MJC	Host	Orient visitors to preview mentioned programs	Sarasota Manatee & MJC C.E.personnel	K-Jr.Col.		All
AVA National Convention	12/5/76	Houston	Chairperson/ Reactor	Chaired several sessions at convention				

EVENT	DATE	LOCATION	CEC ROLE	PURPOSE	IDENTIFICATION	LEVEL	NUMBER	COMPONENT
Sarasota Math Improvent Committee	12/7/76	Gulf Gate Elementary	Presenter	Training for Math Workshop	Members of Sara. math improvement comm.	K-Sec.		Curriculum
FACC Meeting	12/8/76	MJC	Participant	Reg. FACC Meeting	MJC's FACC Members	Jr. Col.		Curriculum
AVA National Convention	12/8/76	Houston	Presentor	Update on consortium PFU activities				

STAFF INVOLVEMENT

January 30 - June 30

EVENT	DATE	LOCATION	CEC ROLE	PURPOSE	IDENTIFICATION	LEVEL	NUMBER	COMPONENT
Proposal Planning	1/9-10/77	Tallahassee	Participant	Plan		H.S./J.C.	7	Curriculum
Presentation to Social studies classes	1/10/77	Manatee H.S.	Presenter	University life career decision making	High School students	9th Grade	120	All
ETS Visitation	1/11-12/77	Sarasota and Manatee	Provide Schedule	To be evaluated		K-12	16	All
PFU State Advisory Committee Meeting	1/13/77	Tallahassee	Advisory	Plan state-wide PFU assessment	Advisory Comm.	Secondary	10	PFU
Venice Campus Interest Meeting	1/14/77	Venice	Participant	Planning session	Community	Post-Sec.	75	PFU
FLRS V.I.E.W. Meeting	1/17/77	Goodwill (Both counties	Consultant	Review scripts for students with special needs.	Students with	K-12	6	PFU
Regional Cooperative Education Clubs of Florida Contests	1/17/77	Sarasota	Judge	Judge student of the year contest	COOP students	Secondary	125	PFU
Elementary Guidance Coordinating Council	1/18/77	MJC	Coordinator	Present information and assist Manatee Car. Ed.		K-5	10	Guidance
Manatee Elementary Counselors Seminar	1/18/77							Guidance
Meeting with Career Ed. Staff and Hiram Green	1/20/77	Sarasota	Participant				4	Guidance and Man.
MJC Career Ed. Task Force Meeting	1/21/77	MJC	Participant				20	Guidance

EVENT	DATE	LOCATION	CEC ROLE	PURPOSE	IDENTIFICATION	LEVEL	NUMBER	COMPONENT
Workshop for Career specialist at Girls' Club	1/26/77	MJC	Consultant				4	Guidance
Third National Forum on Education and Work	2/2-4/77	San Francisco	Participant	Current and future trends in Career Education	Career Education Practitioner	K-U	480	Curriculum
Industrial Education Workshop	2/5/77	MJC	Co-Sponsor	Give overview of regional follow-up activities	Vocational Instructors	Voc.	60	All
Aerospace Articulation Meeting	2/10/77	Sarasota	Initiator	Work out agreement between Sarasota and MJC	Program Administrator	Sec. and Post. Sec.	3	PFU
O/S Fly In IV	2/18/77	Tampa	Participant	To set up a designated table to disseminate our literature		All	200	Guidance
Nursing Workshop	2/18/77	MJC	Participant	To hear Dr. Eberley interpret Myers Briggs Canfield Learning style inventories	Participant			Guidance
S. Florida Planning Council Meeting	2/22/77	MJC	Participant				15	All
Computer Assisted Instructional Program Planning	2/22/77	MJC	Initiator	Explore possibilities of using local computer capabilities for instructional purposed	Program Ad.	S./P.S.	4	PFU
Conference on Innovative Programs	2/23-25/77	Ft. Worth	Participant	Participation in workshop		H.S./J.C.	100	Curriculum
Presentation at National Dissemination Conference	2/23-25/77	Ft. Worth	Presentor	Chair meeting to collect local dissemination strategies		K-U	300	PFU

EVENT	DATE	LOCATION	CEC ROLE	PURPOSE	IDENTIFICATION	LEVEL	NUMBER	COMPONENT
Presentation to USF Guidance Class	2/28/77	Sarasota	Presenter	Impact of Career Ed. on Guidance and Counselor.				Guidance
"MJC Twenty Years Later-New Places-New Faces, New Directions"	3/1/77	MJC	Presenter	Present the purpose of the 3 yr. consortium project		K-U	40	Guidance
Work Evaluators' Workshop	3/3/77	USF	Participant	To hear about VIEWS by JEVS			20	Guidance
Mathematics Workshop	3/9-10/77	McIntosh Jr. High	Co-Sponsor	How to infuse Career Ed. with existing math curriculum	Selected math elementary, J.H. M.S. and H.S. teachers from Sarasota and Manatee Counties	K-12	40	Curriculum
2nd T & I Workshop	3/12/77	MJC	Sponsor	Articulation of T & I Program		M.S.-J.C.	60	Curriculum
Presentation to Industrial Education Workshop	3/12/77	MJC	Presentor	Presentation of PFU services	Vocational Instructors		65	PFU
Presentation to MJC class	3/15/77	MJC	Presenter	Health and the Working Women		P.S.	25	Guidance
Career Education Task Force Meeting	3/17/77	USF	Presenter			P.S.	15	ALL
FACC Mini-Convention	3/18/77	Tampa	Participant				200	Guidance
Venice Strategy Meeting	3/23/77	Venice	Participant	Meeting with legislative delegation		J.C.	5	PFU
State Career Ed. Workshop	3/29-31/77	Orlando	Presenter	Review of state career Ed. activities.		K-J.C.	100	Curriculum

EVENT	DATE	LOCATION	CEC ROLE	PURPOSE	IDENTIFICATION	LEVEL	NUMBER	COMPONENT
Career Education: A Community Effort	3/29/77	Orlando	Presenter	Present activities of CEC	Pre-Conference Session	K-U	15	Guidance
Meeting at Bayshore H.S.	3/31/77	Manatee County	Participant	Explain follow-up data to h.s. staff		H.S.	6	PFU
National Society for Performance and Instruction Conference	4/11-15/77	Chicago	Participant	Workshop on games/ simulations			400	Guidance
Sharing Session on Service Learning	4/8/77	MJC	Presenter				8	Guidance
MJC Board of Trustees Meeting	4/14/77	MJC	Participant	Preliminary results from needs survey presented		J.C.	20	PFU
USF Follow-up Meeting	4/15/77	USF	Participant	Plan follow-up study for USF College of Arts and Letters		P.S.	10	Guidance
Elementary Guidance Coordinating Council	4/19/77	MJC	Participant	To prepare for Parent Manual Workshop		K-U	10	Guidance
Planning Session for PEP	4/19/77	MJC	Participant				5	Guidance
Management Foundation Seminar	4/20/77		Participant					Guidance
Post-Secondary Articulation Council	4/21/77		Participant				6	Guidance Curriculum
Career Education Task Force Meeting	4/22/77	MJC	Participant			P.S.	18	ALL
3rd T & I Workshop	4/23/77	MJC	Facilitator/ Co-Sponsor	Articulation of T & I Program		M.S.-J.C.	60	Curriculum
Plan meeting for evaluation of Manatee County PFU Program	4/27/77	MJC	Consultant	Develop plan to evaluate program		Sec.	2	PFU

EVENT	DATE	LOCATION	CEC ROLE	PURPOSE	IDENTIFICATION	LEVEL	NUMBER	COMPONENT
Manatee Guidance Workshop Planning Session	4/27/77	MJC	Participant				15	ALL
Presentation to psychology classes	4/29/77	Bayshore H.S.	Presenter	Talked to students on role of survey research in Social Science Research		H.S.	60	PFU
Curriculum Workshop	4/30/77	Manatee County School Board	Participant	Correlate curriculum materials with Manatee County Career Ed. Objectives	M.S. Teachers Representatives from each discipline area	7-9	14	Curriculum
MJC Survey Validation Committee Meeting	5/2/77	Venice	Participant	Plan course offerings for August 1977			5	PFU
Workshop for Girls' Club Career Specialist	5/3/77		Presenter				3	Guidance
Career Development Workshop	5/4/77	Seminole C.C.	Participant				25	Guidance
Visitation from Carl Whitehurst of N. Carolina State Dept. of Ed.	5/4/77	MJC	Host	Discussed the Fla. PFU model			2	PFU
ACT Seminar	5/4/77		Participant				80	Guidance
Parent's Manual Workshop	5/7/77	MJC	Sponsor	To gain insights into the Parents' Manual		K-U	15	Guidance
Parent Workshop	5/7/77	MJC	Sponsor	Field-test Parent Manual		Parents	12	Curriculum
Curriculum Workshop	5/7/77	Manatee County School Board	Participant	Correlate curriculum materials with Manatee County C.E. Objectives	M.S. Teachers Rep. from all discipline areas	7-9	14	Curriculum

EVENT	DATE	LOCATION	CEC ROLE	PURPOSE	IDENTIFICATION	LEVEL	NUMBER	COMPONENT
Presentation to Venice High School Seniors	5/9/77	Venice High School	Presentor	Gave seniors overview of Venice campus operation		P.S.	280	PFU
Gray Panthers' Meeting	5/10/77	Sarasota	Presenter	"Continuing Ed.-A Means for Lifelong Learning			45	Guidance
State Advisory Comm. PFU Workshop	5/11-13/77	Sarasota	Planner/Host	Planned, sponsored, organized a PFU workshop		Sec. and J.C.	125	PFU
Lifelong Learning Conference ACT PEP	5/13/77	MJC	Coordinator					Guidance
Curriculum Workshop	5/14/77	Manatee County School Board	Participant	Correlate curriculum materials with Manatee County Career Ed. objectives		7-9	14	Curriculum
Career Decision-Making: The Systems Approach Workshop	5/17/77	MJC	Sponsor				35	ALL
Gulf Coast Personnel and Guidance Association Meeting	5/19/77	MJC	Participant	Review current ideas and materials			150	Guidance
Career Education Task Force Meeting	5/20/77	MJC	Participant				15	ALL
Health Occupations Educators Workshop	5/23/77	MJC	Co-sponsor				35	Manatee Guidance
Manatee County Guidance and Vocational Ed. Workshop	5/24/77	Longboat Key	Co-sponsor				70	ALL
Fla. Assoc. Comm. Coll. Student Personnel Wksp.	5/26-27/77	Orlando	Presenter/ Participant					Guidance

EVENT	DATE	LOCATION	CEC ROLE	PURPOSE	IDENTIFICATION	LEVEL	NUMBER	COMPONENT
Meeting with USF PFU initiator (Rosemary Morley)	5/27/77	Venice	Consultant	Plan follow-up study		U	2	PFU
Career Education Articulation Workshop	6/14/77	MJC	Sponsor	Examine EBCE project with implications for Career Ed.		J.C.	10	Curriculum

Appendix B

Placement and Follow-up Implementation Chart

COMPONENTS	I N S T I T U T I O N S					
	USF	MJC	MVT	SVT	MSD	SSD
Placement Services	D	D	D	D	D	D
Student Follow-up	C	D	D	D	D	D
Performance Follow-up	C	D	D	D	D	D

STAGE OF IMPLEMENTATION

A = Planning

B = Piloting

C = Partially Implemented

D = Fully Implemented

Appendix C

TABLE 1. -- Participation in Program by School, Population, Number Assigned to the Program and Percent of Total Enrollment to Number Assigned

SCHOOL		Total School Population Full-time Students Only	Number Assigned to Program	% of Total Enrollment Number Assigned	No. of Teachers (Approx.)	No. of Admin. (Approx.)	No. of Support Personnel, Incl. Counselors Approx.
Sarasota County Schools							
Sarasota Area Voc. Tech. Center - Post-Secondary							
Sarasota Sr. High School	10-12	1989	1989	100	100		
Sarasota County Student Center	K-12	458	458	100	37		
Venice Jr. High School	7-9	1070	1070	100	60		
Sarasota Jr. High School	7-9	1225	1225	100	74		
Alta-Vista Elem. School	K-6	803	803	100	37		
Nokomis Elem. School	K-6	575	575	100	26		
Wilkinson Elem. School	K-6	913	913	100	46		
Manatee County Schools							
Manatee Area Voc. Tech. Center - Post-Secondary		821	821	100		2	
Southeast Sr. High School	9-12	1696	1696	100	76	2	6
Bradenton Middle School	7-8	1143	1143	100	43	2	5
Bradenton Elem. School	6	755	755	100	25	1	3
Wakeland Elem. School	K-5	538	538	100	20	1	4
Daugherty Elem. School	K-5	734	734	100	29	1	3
Manatee Junior College		1266	1266	100	168	10	126
University of South Florida		11,168	11,168	100	7	1	Included in Teacher Col.
TOTAL		25,244	25,244		748	20	147

Appendix D

Appendix D

The products produced by Project No. 007VW, Grant No. 4-74-5200, Comprehensive Program of Vocational Education for Career Development K through University include the following:

A. Career Education and Your Child: A Guide for Parents

B. Community Resource Guide for Career Education

C. A Model for Implementation of Career Education Into The Community College

D. Manatee County, Florida, Middle School Career Education Model Based On The Nine Federal Objectives

E. Sarasota County, Florida, Junior High Career Education Model Based On The Nine Federal Objectives

F. Compilation of Case Studies: Exemplary Placement and Followup Studies

G. An Inservice Model: Micro-Interviewing Skills Developed For Occupational Specialists

H. Public Relations and Public Information Inservice Training For Occupational Specialists and Other School Personnel

I. Elementary Career Education Activity Resource Guide